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ABSTRACT

Two projects, designed to serve as technical input to the developing Texas State Plan for Higher Continuing Education, focused on: (1) enrollment trends and needs, institutional activities, and statewide planning across the nation; and (2) higher education and community services. Both projects involved extensive survey work of institutional visits across the country, and interaction by mail, phone, and personal visits with hundreds of practitioners in the field. This document is an update of a 1974 project report. It revises the two project reports and includes the results of the research of the project on higher education and community services. Presented are: (1) current issues and participation; (2) urban college and university programs in lifelong learning; (3) college and university programs in community service; (4) statewide planning and programs for the adult learner through higher education. Statistical data and recommendations are also included. (Author/KE)

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HIGHER EDUCATION, LIFELONG LEARNING AND COMMUNITY SERVICE: A PROFILE OF ACTION AND RESPONSIBILITY

by

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Full opportunity to learn cannot be limited to the young; it must be for everyone, in any walk of life, for whatever purposes are beneficial. It cannot be reserved to a single period of life; it must be a recurrent opportunity: an opportunity to update a skill, to broaden the possibilities of a career whether old or new, or to add intellectual zest and cultural enrichment throughout life. No longer can it be the single opportunity of a lifetime; now it must become the total opportunity for a lifetime.*

*Samuel Gould, Diversity By Design, Jossey-Bass, 1973, p. 12.

PREFACE

This report culminates two years of research activities on the part of the author. The first project was conducted in late 1973 and early 1974 and focused on higher continuing education in respect to enrollment trends and needs, institutional activities, and statewide planning across the nation. The second project was initiated in late 1974 and ran through mid-1975. It focused on higher education and community service. Both projects involved extensive survey work of institutions of higher learning, surveys of statewide planning efforts, institutional visits across the country, and interaction by mail, phone, and personal visit with hundreds of practitioners in the field. Extensive reviews of pertinent literature and research were also made. An initial report on the first project was published in 1974, entitled: Continuing Education and the Learning Society. This current report updates to some extent that document, revises it and includes the results of the research of the second project. Appendix A of this report presents a tabular summary of sample sizes utilized, etc.

The purpose of both projects was to serve as technical input to the developing Texas State Plan for Higher Continuing Education. Partial support for the two projects was derived from Title I of the Higher Education Act.

The author wishes to thank the many people across the nation who provided data, advice and assistance. They are too numerous to single out. Special appreciation is given to Colonel Wilbur Hurt of the Texas Coordinating Board of Colleges and Universities, Dr. Anthony Neidhart of the LBJ School of Public Affairs at the University of Texas and Dr. Richard Hargrove of Lamar University. These three men have been the prime movers in the development of the Texas Plan and were instrumental in the funding and direction of this research.

Within the Center for Human Resources, special appreciation is given to Mr. Robert Hopper and Miss Barbara Leaman who worked on the first project and co-authored with the present author the first report. This same appreciation is given to Mr. James Prentice for his hard work and long tedious hours of data analysis and synthesis on the second project. The many hours of typing, retyping and editing are acknowledged too as the work of Mrs. Ethel Dumbauld and her clerical staff especially Mrs. Billye Thomas. Finally, the author expresses appreciation to the Center Director, Dr. J. Earl Williams, for his advice and for his generosity in allowing the author the time to conduct this research.

J.E.C.

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A RELEVANT STATEMENT

Historically the people of the United States have tended to believe that an individual can acquire in his youth the bulk of the skill and knowledge he will require for the rest of his life. Accordingly, the bulk of the educational investment made by local, state, and national governments has been almost exclusively on programs for youth. Beyond the years of youth, educational provision has not been widely perceived as a governmental responsibility except in the case of remedial education such as literacy, vocational education, and Americanization.

It is increasingly difficult to look upon adult education as an optional activity because of the accelerating rate of technical and social change. Whereas in other times drastic cultural changes took place over a number of centuries and consequently generations, now, for the first time in the history of civilization, pervasive drastic changes are telescoped into less than the lifetime of a single generation. Accordingly everyone must continue to learn throughout his productive lifetime or face the possibility that his knowledge and skills will become obsolete. The Commission of the Professors of Adult Education has warned that a society that makes its educational investment almost entirely in children and youth is on the way to becoming obsolete and is reducing its chances for survival. The recognition of this fact is dawning on legislators and educational policy-makers who recognize that today society has as great a stake in the continued learning of its adults as it has in the education of its children.*

* J. Alan Thomas and William S. Griffith, Adult and Continuing Education, Special Study Number 5 of the National Education Finance Project, Midwest Administration Center, University of Chicago, 1970, p. 8.

CHAPTER I

THE LEARNING SOCIETY: CURRENT ISSUES AND PARTICIPATION

The "Learning Society" is a phrase that has leaped into popularity in recent years. It depicts vividly a condition which exists in today's American way of life. We live in a world which is characterized by higher and higher levels of education of the populace, increasing amounts of leisure time, longer life spans, earlier retirement years, and a knowledge explosion that is best typified by Dr. Robert Hilliard as quoted in Alvin Toffler's Future Shock:

> "At the rate at which knowledge is growing, by the time the child born today graduates from college, the amount of knowledge in the world will be four times as great. By the time that same child is fifty years old, it will be thirty-two times as great, and 97 percent of everything known in the world will have been learned since the time he was born."[1]

The early Greek philosopher Heraclitus noted that everything is in change and that there are no constants. If this were true thousands of years ago, how much more so is it true now. Thus, the phrase "Learning Society" is timely and accurate. Today's adult society is characterized through necessity and simple desire by a grasping for new knowledges and skills. We will try to define some of the relevant issues of the learning society in this first chapter. In subsequent chapters we will address ourselves to institutional programs and approaches and to statewide frameworks in which programs for the learning society are coordinated.

While this first chapter deals with the general nature, scope and patterns of the learning society, it has one central purpose. That purpose is to show that there are staggering needs for more programs and for new approaches to serve the adult learner. Hesburgh, Miller, and Wharton point out in Patterns for Lifelong Learning that:

> "...continuing education is happening today; it surprisingly encompasses larger numbers of students of all ages than the total number of young students in the formal educational system."[2]

With such great participation on the part of adults one question immediately arises as to who is responsible for such programs, the private or public sector. Clearly both are responsible depending upon the nature, purpose, and result of such programs. But it is imminently clear that the common as well as the individual good is at stake. For this reason, if for no other, continuing education is a matter of public concern. Hesburgh, Miller and Wharton again summarize well when they state:

> "When the able adult population of the nation is viewed as a vast learning force whose development is in the national interest, the basis for public policy becomes clearer. First, the provision of opportunities for lifelong learning has nationwide implications, since the development of human skill is closely related to the social and economic advancement of the entire country. The intergration of learning with life and careers cannot be effectively accomplished on an ad hoc basis, dependent on the person's ability to pay, or solely upon self-interest. Rather, lifelong learning should be guided by public policies that encourage the systematic integration of learning opportunities with the needs of people at different stages of life."[3]

What is the basic reason why adults are flocking to educational programs? This can best be answered by looking at the nature of continuing education. There are many ways to categorize the field of continuing education, but each way is really pointing toward the same objectives. There are really three main purposes why adults participate: (1) personal/family enrichment; (2) occupational/career change, advancement, or enrichment;

(3) social/civic enrichment. Undoubtedly, most adults participate in formal programs for reasons related to their jobs or careers. Technological change is demanding continuous lifelong learning. Labor experts estimate that in 1930 ninety percent of the jobs in America could be adequately filled by persons with only high school levels of education or less; by 1970, only about 30 percent of the jobs could be adequately filled by persons with that level of education. These same experts state that adults entering the labor force today will have to be almost completely retrained four to six times in their lifetimes. In addition, there is no way to estimate how many times skilled and professional persons must update themselves in a lifetime; for some continuous updating is essential.

But let us not think that all continuing education is occupationally oriented. Adults who are more and more well educated upon entering adulthood continue to satisfy their whetted learning appetites, both in intellectual and associated pursuits for personal and family reasons. Still others become engaged in social, cultural, civic, religious, or political activities that demand continuing education.

We shall be presenting in the remaining pages of this chapter many statistics. These are given to point out the magnitude of the response of the learning society, how the learning society is responding, and why the traditional institutions of higher education must change to serve the adult learner if they are to pursue educational relevance.

Stanley Moses, a well recognized authority in education, of the Syracuse Educational Policy Research Center has prepared some interesting statistics on adult education participation. Table 1[4] on the next page presents a summary of his relevant estimates and projections. These

figures are important for several reasons. First, the enrollment estimates of Moses are widely quoted among experts and should be understood; second, they give a breakdown of the categories of delivery systems used for adult education in an historical mode; third, they indicate dramatically the growing size of the learning society, having increased in fifteen years (1960-75) by 290 percent! It is also interesting to point out

TABLE 1

SYRACUSE ENROLLMENT ESTIMATES IN VARIOUS SEGMENTS OF FORMAL ADULT EDUCATION (IN MILLIONS)

Type of Program	1940	1950	1960	1970	1975
Employer Based	8.2	10.2	13.0	21.7	27.4
Proprietary Schools	2.5	3.5	4.0	9.6	18.1
Anti-Poverty	-	-	-	5.1	7.0
Correspondence	2.7	3.4	4.5	5.7	6.7
TV	-	-	.01	7.5	10.0
Traditional Institutions & Agencies	3.9	4.8	6.6	10.7	13.2
Total	17.3	21.9	28.3	60.3	82.4

that the adult enrollment in traditional delivery modes in 1970 and projected 1975 exceed the enrollments of regular matriculated students in traditional higher education institutions. It must be pointed out that the Moses statistics are among the most liberal of the published statistics in adult education.

Table 2[5] was prepared for this report using a variety of data sources as indicated. The basic enrollment data were obtained from the 1969 and 1972 Current Population Survey of the U.S. Bureau of the Census.

TABLE 2

ESTIMATES AND PROJECTIONS OF PARTICIPATION IN
ADULT CONTINUING EDUCATION BASED ON CURRENT POPULATION SURVEY

	Estimated	Projected[2]				
	Current Population Survey		Current Population Survey	Carnegie Commission	Regular Census	National Center for Educational Statistics
1969	13,150,000 (10.1%)[1]	1975	17,301,500 (11.5%)[1]	(Base data not available)	19,203,700 (13.97%)[3]	19,199,600 (13.97%)[3]
1972	15,374,000 (10.7%)[1]	1980	20,846,900 (12.8%)[1]	24,969,500 (16.93%)[3]	25,067,700 (16.93%)[3]	25,061,100 (16.93%)[3]

1 Based on population aged 17 and over

2 Computed from U.S. Census Population Projections using four different sources of higher education enrollment projections with rate of increase in adult education determined by 1969-72 growth

3 Based on population over the age of 17 and not enrolled for degree-credit

Table 3[6] still presents another estimate and projection of enrollments and was also prepared for this report. Its basic data source was a national survey conducted by the Educational Testing Service for the Commission on Nontraditional Study . It is more liberal than the statistics in Table 2 but more conservative than those in Table 1.

The three sets of tables represent the latest national data that could be compiled for this report. The wide variances among the table totals can only be explained on the basis of definitions of programs and estimating techniques. But several things are clear: first, enrollment in adult continuing education is spiralling with no indications of any leveling off; second, enrollment in adult programs far exceeds enrollment in

traditional higher education programs; third, adults are using a variety of means to achieve their educational objectives (this latter point is derived from Table 1 and will be expanded in Tables 4 and 5 below).

TABLE 3

ESTIMATES AND PROJECTIONS OF PARTICIPATION IN ADULT CONTINUING EDUCATION BASED ON EDUCATIONAL TESTING SERVICE NATIONAL SURVEY, 1972

	Educational Testing Service Base Data	Carnegie Commission Base Data	Census Base Data	National Center for Educational Statistics Base Data
1970	30,170,500 (30.9%)			
1975	35,7[illegible],400 (30.[illegible])	(Base data not available)	32,863,500 (30.9%)	32,845,700 (30.9%)
1980	38,767,800 (30.9%)	35,230,900 (30.9%)	35,410,000 (30.9%)	35,402,100 (30.9%)

Based on population aged 18-60 and not full-time students and assumes constant participation rate in adult education throughout projected years. No historical trend data on participation were available to project a participation rate growth, hence the necessity of assuming constant participation rate. The statistics, therefore, are very conservative in the projected years.

Tables 4 and 5 present a detailed analysis of the two empirical studies presented above, that done in 1972 by the U.S. Bureau of the Census as part of the Current Population Survey, and that done through the Educational Testing Service (data collected nationally by the Response Analysis Corporation) for the Commission on Non-Traditional Study. Both of these surveys are extremely significant and cross-validate themselves quite well on relative enrollment distributions, though absolute totals differ, perhaps due to different program definitions in the research process. A comparison of the types of institutions categorized partially verifies this notion. The sources of the information are footnoted for Tables 2 and 3.

TABLE 4

SUMMARY DATA ON PARTICIPATION IN
ADULT CONTINUING EDUCATION BASED ON CURRENT POPULATION SURVEY, 1972

A. Enrollment in Education in U.S., 1972

Grades 9-12	College and University Degree Credit Enrollment	Formal Adult Education
15,116,000	8,116,000	15,734,000

B. Enrollment Change in Adult Continuing Education in U.S.

1969	1972
13,150,000	15,734,000

C. Ratios of Persons in Adult Continuing Education to Persons Aged 17 and Over and not Full-Time Students in Other Education

1957	1969	1972
1 in 13	1 in 9	1 in 8

D. Age and Sex of Enrollees in Adult Continuing Education, 1972

Age		Sex	
17-24	21.8%	Male	49.2%
25-34	33.2%		
35-44	21.3%	Female	50.8%
45-54	15.1%		
55+	8.7%		

E. Educational Background of Enrollees in Adult Continuing Education, 1972

Non-High School Graduate	13.1%
High School Graduate	37.6%
Some College	21.4%
College Graduate	27.8%

TABLE 4 (Continued)

F. Type of Adult Education taken in 1972

General Education	25.9%
Occupational Education	46.5%
Community Issues	9.8%
Personal and Family Living	14.0%
Social and Recreational	12.0%
Other	3.4%

G. Type of Institution Enrolled in for Adult Continuing Education, 1972

Senior College or University	19.2%	33.8% Higher Education Institutions
Junior or Community College	14.6%	
Elementary or Secondary School	12.4%	
Proprietary School	7.9%	
Community Organizations	11.4%	
Employers	14.9%	
Other or Not Reported	19.6%	

The nature of the educational programs taken show the great importance of career related continuing education and when Section J of Table 5 is studied, it is seen that occupational reasons for continuing education are substantial. If, then, it is so essential for one's economic progress that he participate in continuing education, it is quite clear that not only is the individual good at stake, but also the common good of the state or nation. Thus public policy and support are suggested as an important priority in educational programming.

It is also interesting to note from Section K of Table 5 that the major obstacle to participation in continuing education is cost. This fact also argues for increased public support of adult continuing education.

In 1972 a study was made on 6,000 continuing education students in Massachusetts. This northeastern state is heavily urban and a summary

TABLE 5

SUMMARY DATA ON PARTICIPATION IN
ADULT CONTINUING EDUCATION BASED ON
EDUCATIONAL TESTING SERVICE NATIONAL SURVEY, 1972

A. Total Number of Actual Adult Learners and Would Be Learners* in U.S., 1972

Actual Adult Learners	Would Be Adult Learners
32,000,000	80,000,000

*Would Be Adult Learners indicate a degree of interest of persons who would participate if possible and programs readily available.

B. Age and Sex of Actual Adult Learners, 1972

Age		Sex	
18-24	22%	Male	49%
25-34	30%		
35-44	20%	Female	51%
45-54	20%		
55-60	8%		

C. Educational Background of Actual Adult Learners, 1972

Non-High School Graduate	17%
High School Graduate	38%
Some College	21%
College Graduate	21%

D. Race of Actual Adult Learners, 1972

White	90%
Black	6%
Other	4%

E. Marital Status of Actual Adult Learners, 1972

Single	18%
Married	76%
Widowed/Divorced	5%

TABLE 5 (Continued)

F. Job Status of Actual Adult Learners, 1972

Full-Time Employed	57%
Part-Time Employed	10%
Unemployed	31%

G. Type of Community or Residence of Actual Adult Learners, 1972

Urban Residence	81%
Rural Residence	19%

H. Type of Adult Education taken by Actual Adult Learners, 1972

General Education	25%
Occupational Education	35%
Agriculture	3%
Public Affairs	6%
Personal and Family Living	38%
Recreational	42%
Other	7%

Total exceeds 100% due to more than one topic enrollment

I. Source of Adult Education taken by Actual Adult Learners, 1972

Traditional Higher Education Institution	14%
Secondary School System	9%
Proprietary School	3%
Community Organizations	18%
Employers	18%
Correspondence or Home Study Program	19%
Other	16%

J. Reasons for Learning Given by Actual Adult Learners, 1972

Information and Intellectual Development	69.1%
Job and Educational Development	47.6%
Citizenship Development	16.2%
Family Relations Development	18.9%
Social Development	22.0%
Religious Development	16.4%
Professional or Employer Requirement	27.3%
Other	21.4%

TABLE 5 (Continued

K. Major Obstacles to Participation in Adult Education as cited by Would Be Adult Learners, 1972

Cost	53.0%
Not Enough Time	46.2%
Want Part-Time Schooling	35.1%
Home and Family Responsibilities	32.1%
Job Responsibilities	28.4%
Courses/Programs too long	20.8%
Lack of Information on Opportunities	16.5%
Courses Scheduled at Times Inconvenient to Learner	15.7%

table of the results of that study is presented as a matter of interest. The findings differ again from the two national surveys, but this is not unexpected since this study related only to one state and only to students enrolled in continuing education in higher education institutions. Table 6[7] presents the data.

TABLE 6

SUMMARY RESULTS OF SURVEY OF
CONTINUING HIGHER EDUCATION STUDENTS
IN MASSACHUSETTS, 1972
(N=6000)

A. Age	Male	Female
Under 25	27%	39%
25-29	32%	21%
30-34	19%	13%
35-44	15%	16%
Over 44	7%	11%

B. Sex	Male	Female
	66%	34%

TABLE 6 (Continued)

C. Education	Male	Female
Less Than High School	3%	2%
High School	15%	20%
Some College	46%	39%
College Graduate	13%	13%
Some Post Graduate or Graduate Degree	22%	25%

D. Nature of Employment (For Those Employed)	Male	Female
Professional	43%	51%
Managerial	19%	6%
Clerical/Sales	8%	37%
Skilled	7%	1%
Semi or Unskilled	8%	1%
Service	14%	5%

E. Income Level	Male	Female
0	2%	15%
Under $5,000	15%	35%
$5 - $8,000	15%	22%
$8-$10,000	17%	13%
$10-$15,000	38%	10%
$15-$25,000	14%	3%
Over $25,000	1%	1%

F. Type of Continuing Education Enrollment	Male	Female
Regular Academic Course Used for C.E. Purpose	25%	42%
Trade or Technical	13%	5%
Business or Professional	50%	20%
Social or Community Service	10%	28%
Family or Personal	0%	2%
Avocational or Cultural	1%	5%

TABLE 6 (Continued)

G. Number of Courses Being Taken	Male	Female
1	24%	47%
2	38%	34%
3	22%	10%
More Than 3	17%	9%

H. Courses Taken are for Credit	Male	Female
Yes	96%	95%
No	4%	5%

I. Reason for Enrollment	Male	Female
General Information	7%	11%
Career	83%	70%
Community Activity	1%	1%
Personal/Family Interest	9%	16%
Social/Recreational Interest	1%	1%

In many respects Table 6 is more interesting than the other tables presented so far. The reason is that the 6,000 respondents to this survey are all taking their continuing education programs in traditional higher education degree granting institutions in the state. Consequently, what Table 6 contains is a profile of the typical adult continuing education student who returns to the college or university for his "midlife" education. It is also important to note that the public higher education system of Massachusetts has an open admissions policy for non-degree, non-matriculating students. It is one of the few state systems that has had enough foresight to acknowledge that learning and education for a degree objective is only one aspect of higher education. Consequently, enrollment in credit courses as a means to continuing education is very

large--the reason being that the courses are open to the public on a non-degree basis. The growing trend is that adults want credit for courses to certify that they have taken "respectable" courses, but they don't necessarily want a degree with all the rigidity and restrictive standards imposed upon degree students. This contention is further attested to by the data presented in Table 7 below. It shows a rapid growth rate in non-degree credit instruction--in effect, such instruction serves a continuing education purpose.

TABLE 7

HIGHER EDUCATION DEGREE AND NON-DEGREE CREDIT ENROLLMENT, 1963-83

	1963-64	73-74	Growth Rate 63-73	83-84	Growth Rate 73-83
Degree-Credit	4,494,626	8,519,750	90%	8,940,000	5%
Non-Degree-Credit	271,241	1,082,373	299%	1,637,000	51%
Total Enrollment	4,765,867	9,602,123	101%	10,577,000	10%
Non-Degree-Credit as a Percentage of Total Enrollment	5.7%	11.3%	-	15.5%	-

SOURCE: Calculations on Statistics from National Center for Educational Statistics, USOE, reported in Chronicle of Higher Education, September 2, 1975.

The present author speculates that it is only a matter of short time before public policy makers and institutional administrators recognize this

fact and begin to open the universities to the adult taxpayers who keep them alive. It is most inappropriate, in the opinion of the present author, that many public higher education institutions have closed their doors to the very people who keep them in existence. It is also the opinion of the present author that unless admissions policy reevaluation be undertaken by public colleges and universities, these institutions will rightfully reap the penalties of declining enrollments and declining public support. The colleges and universities through their great educational programs and through their immeasurable contribution to the knowledge explosion and consequent effects in all spheres of life have in fact changed society. But now that society is changed, these very change agents themselves must change, or their future is indeed bleak.

Certain statistics are in order to demonstrate the enrollment plight of higher education in the next twenty-five years through the full impact of current economic problems is yet unknown. Perhaps a presentation of some of these facts will expedite the reshaping of public policy and institutional practices relative to the adult learner. To vividly portray certain population trends that relate to traditional enrollment in higher education, three figures follow. These charts were prepared by Dr. Lyman Glenny of the Center for Research and Development in Higher Education at Berkeley and permission to use them was granted.

The first figure shows the decline in the birth rate which in 1972 was the lowest it has been in 20 years. It goes without saying that unless the people are born, they won't be around to enroll in college in twenty years! The second figure shows the population of typical college age youth through 1990. It can be seen that from 1980 onward there will

Figure 1.

Aspects of Birth Rate Decline

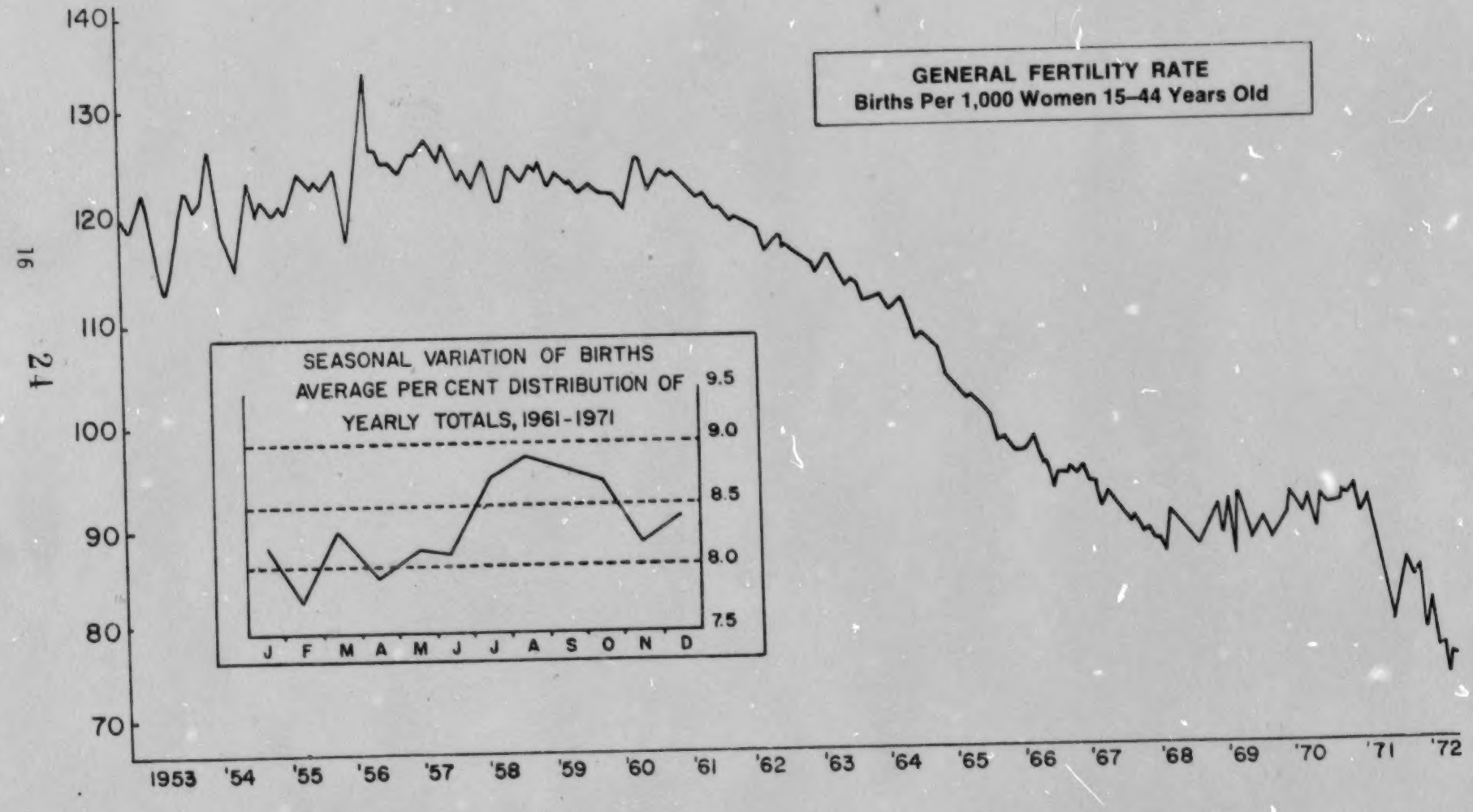
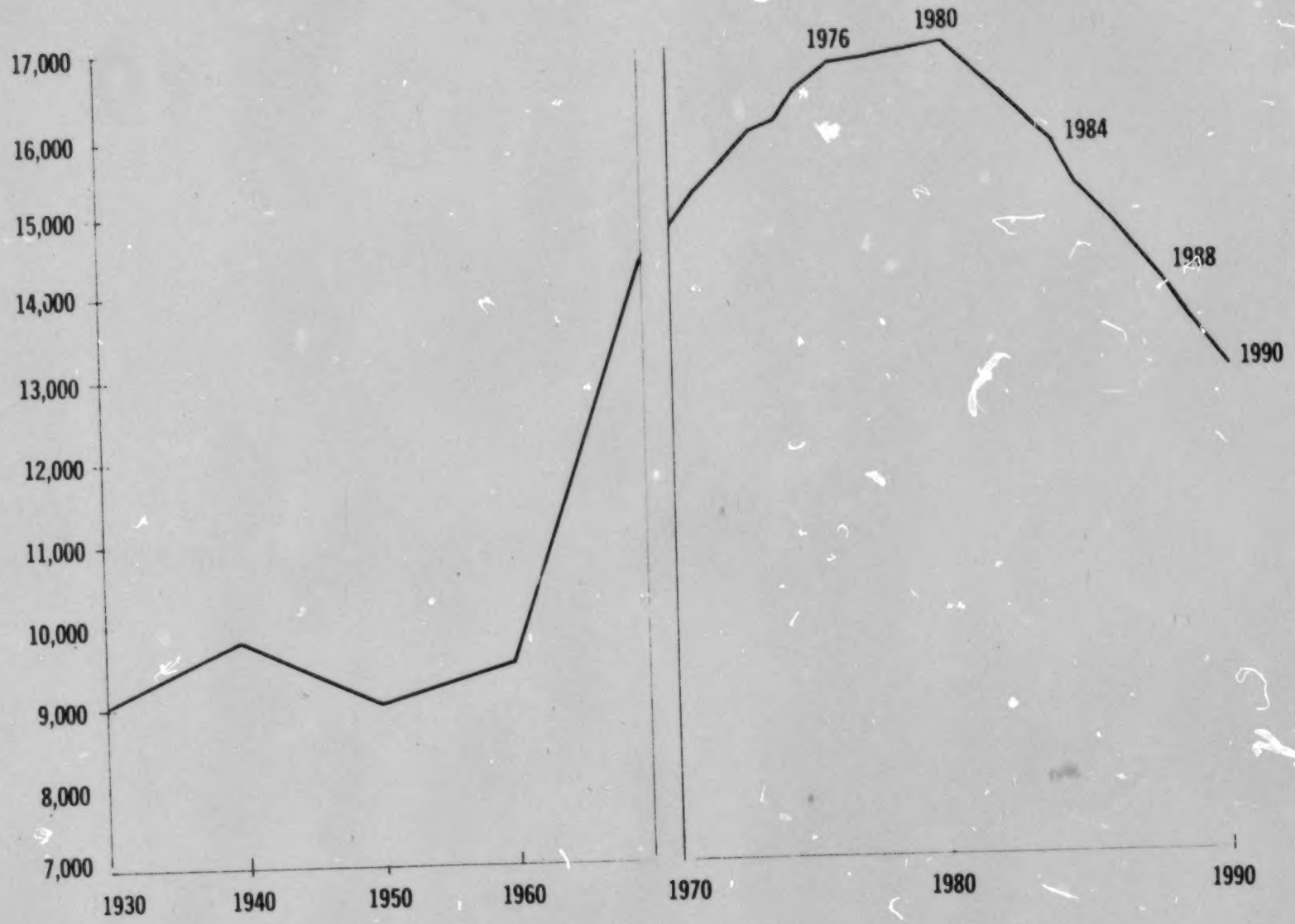


Figure 2.

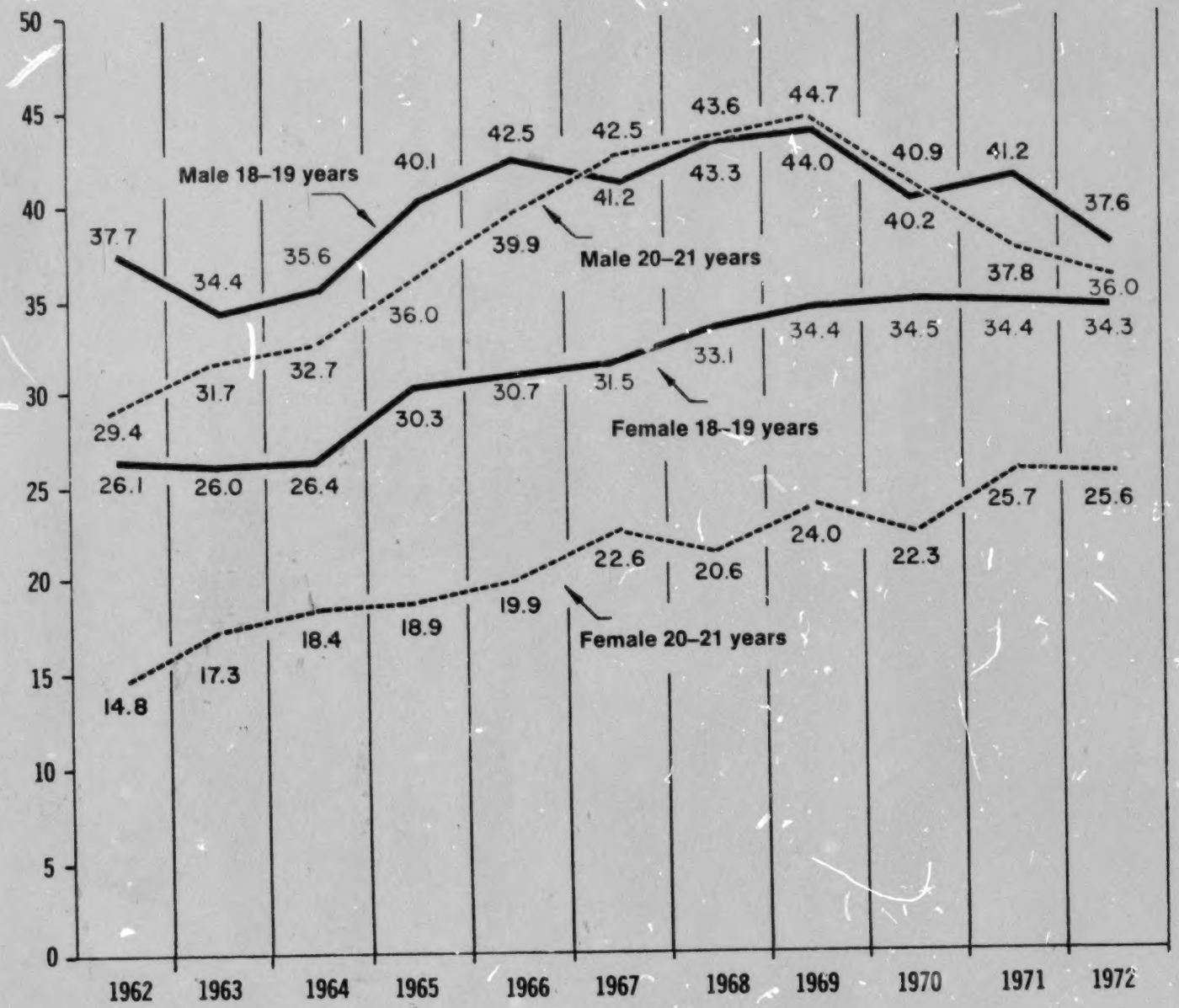
Persons 18-21 Years Old

(in thousands)

Bureau of Census, 1973



Rates of College Attendance, by Sex



be fewer college age youth in America and in 1990 there will be less than there were in 1970. Finally, the third figure shows the enrollment participation rates of college age youth. The rate is showing a definite decline for males with 1972 below 1969 and a leveling off trend for women. What do these three charts say? They say simply that there will be fewer traditional college age youth around in the future to enroll in colleges and universities and the enrollment rates have leveled off or are on the decline. Thus, in absolute terms, the future enrollments in higher education are grim. But the picture suddenly becomes bright if the needs of the increasing numbers of adult learners are accepted by institutions of higher education. It implies a refocus of higher education rather than the alternative of prohibitive costs or bankruptcy.

Lyman Glenny summarized these population trends very effectively in a speech at a National University Extension Association Conference in October, 1973, at Albuquerque, New Mexico. He stated:

1. The actual number of five-year olds dropped 15 percent between 1960 and 1970. These are the college youth of 1978 and beyond;

2. The actual number of births dropped three percent between 1970 and 1971 and nine percent between 1971 and 1972, and this year the number seems destined to be even lower. These are the potential freshmen of 1988 to 1991. Yet every state showed a drop in births between 1971 and 1972 and only four had an increase over the two-year period, 1970-72 (West Virginia, Arizona, Utah, and Nevada);

3. The nation's birthrate is at its lowest point in history, at a rate below zero-population growth, and it has not yet stabilized at that rate;

4. The proportion of all males 18 to 19 years of age who are in college has dropped to the level it was back in 1962, down to 37.6 percent from a high in 1969 of 44 percent. This drop can be attributed only partly to the draft, since the trend downward started at least two years before resolution of the draft issue;

5. The proportion of males 20 to 21 years of age in college has dropped from a high of 44.7 percent in 1969 to 36 percent in 1972, almost nine percentage points less;

6. Women in the 18 to 19 age group leveled off at about 34 percent in 1969 and those in the 20 to 21 age group seemed to have leveled at 25 percent in the past two years. This occurs despite the ostensible efforts of colleges and universities to increase the proportion of women going to college;

7. In the fall of 1972, the four-year colleges and universities lost about 1½ percent in the first-time freshman enrollment, while the community colleges increased less than two percent;

8. In the past two years, 85 percent of all the increase in the number of first-time students entered the community colleges;

9. The Census Bureau estimates a sharp drop in the number of college-age youth after 1982, almost paralleling the sharp rises during the 1960s. My own estimate, based on the Census Bureau projections and the data on live births of the U.S. Public Health Service, is that by 1991 we will have about the same number of college-age youth as we had back in 1965 or 1966. Although the U.S. Bureau of the Census, the Carnegie Commission, and the U.S. Office of Education all project an increase in this age group after 1990, there is no evidence whatever to support that assumption. Unless the number of live births shows an increase this year or next, the projected number of college-age youth will of necessity show further declines after 1990.

These facts, individually and collectively, indicate that institutional competition for students will increase to intense levels bordering on the rapacious. Some institutions--both public and private--will no doubt be forced out of business. Others will be reduced drastically to less than half of current enrollments.

Since the purpose of this report is to be of input to the implementation of a State Plan for Adult and Continuing Education for Texas, we have taken the adult enrollment rates from the two national surveys reported above and applied them to 1970 Census data for the major standard metropolitan statistical areas of the state. Table 8 presents the results of these applications.

TABLE 8

ESTIMATE OF PARTICIPATION IN ADULT CONTINUING EDUCATION FOR TEXAS TOTAL AND SMSAs, 1970

Area	National Center for Educational Statistics[1]	Educational Testing Service[2]
Texas	841,994	1,650,385
Austin	22,223	48,933
Corpus Christi	21,419	43,615
Dallas	117,007	239,722
El Paso	27,018	38,266
Fort Worth	57,308	117,061
Houston	149,274	304,834
Laredo	5,479	9,565
San Antonio	64,974	126,675

1. Estimates based on adult education participation rates determined by Current Population Survey of U.S. Census for National Center for Educational Statistics (1972)
2. Estimates based on adult education participation rates determined by National Survey of Educational Testing Service for the Commission on Non-Traditional Study (1972)

It is recognized that there are questionable assumptions underlying the figures in Table 8. The major assumption is that the participation rate in Texas is equivalent to the national average as indicated by the two surveys. Nevertheless, the table does serve to indicate the great market in the urban areas of Texas, a market far greater than that of traditional higher education. How well the needs will be met is a matter of great concern and should be a matter for public policy.

Conclusions

Several conclusions are obvious from the material covered in this first chapter. (1) There is a great need for adult continuing education due to the increasing complexity and changing nature of job demands, to the increased level of education needed or desired by the populace, to the increased complexity and demands of living today, to the increased amounts of leisure time, to the earlier ages of retirement, and to the general desires of people. (2) Adults are participating at greater and greater rates in continuing education, estimated as high as 82 million by 1975. (3) Most of the adult education taken is pragmatic and for immediate use, as in the case of education related to work or civic responsibility. (4) Traditional institutions of higher education will be playing a larger and larger role in the total delivery system of adult continuing education. (5) Traditional institutions of higher education will have to change through modifications both in public policy and institutional reassessment. (6) Of economic necessity due to decreasing future enrollments of traditional students, higher education institutions will refocus and accept the mission of continuing education as equal to the mission of traditional education. (7) Greater public financial support and new public policies will be required to meet the needs of adult learners who are the primary taxpayers of public education in the first place. (8) Enrollment figures for the Fall, 1975 semester in higher education must be viewed with caution. The National Center for Education Statistics reports that the enrollment increase for 1975 over 1974 is 8.9 percent. Part-time enrollment increased 11.2 percent while full-time enrollment increased 7.5 percent. University enrollment increased 4.2 percent; four year college enrollment increased 5.9 percent; and community colleges increased 16.8 percent. The high increase in

part-time students and in the less expensive two year institutions points to the speculation that the enrollment gains can be attributed to the current state of the national economy. With unemployment up and jobs harder to find there is an expected enrollment increase as people hope to gain greater labor market security through increased education. However, these enrollment gains in traditional programs will rapidly decline, because of the birth rate drop alluded to earlier. Educators must not be wooed into a false sense of security, or belief that a new dawn of educational growth is upon us. However, for the very reasons that prompted an increase in 1975, a continued increase in continuing education can be expected. The birth rate decline will not impact on this area and thus the anticipated decrease in traditional enrollment and increase in non-traditional enrollment and lifelong learning is expected to hold true.

As a final concluding statement, Dr. Lyman Glenny is quoted again:

> "One obvious conclusion to be drawn from these trends is that university extension will have new opportunity and new recognition of its work. Extension has always been considered second class in the eyes of most campus academics. It will shock them to find that campus programs attract fewer and fewer students while the extension divisions not only grow in numbers of students but also receive increased attention from state planners and policy makers. Adults are voters who tend to vote. As a greater proportion of them engage in extended types of education, their demands for public support and nurture could become formidable indeed.
>
> Under these circumstances it appears likely that extension and other forms of the extended university will be considered less alien to academicians and will be more fully integrated with the total program of the university. Departments will no longer stand aloof but rather will be seeking justification for their continuance by associating themselves with the coming winner in the competition for students--off campus extension and other non-traditional means of offering college work."[8]

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CHAPTER II

URBAN COLLEGE AND UNIVERSITY PROGRAMS IN LIFELONG LEARNING

The demand for public adult continuing higher education has grown from the recognition that the public schools belong to the people, whose energies and interests can be cultivated for their personal self-enrichment or directed toward finding solutions for societal problems. The concept of community education focuses more specifically on the educational needs of each member of the community, providing resources to help people help themselves. Today's society affirms that persons of all ages, from diverse economic and educational backgrounds, have unresolved wants and needs requiring the help of others for resolution; that in every community people have capabilities, interests, and knowledge to convey to others; and that many public buildings stand vacant much of the time. Through continuing education, such resources and facilities may reconcile the needs and wants of people throughout the community. Particularly in a modern urban setting, an educational institution can bridge gaps between the school and the citizenry, taking full advantage of the resources of both to bring about a coordinated alliance benefiting the entire community--academically, culturally, socially, economically, and even politically.

To ascertain and evaluate the current state of adult continuing education within the urban environment, numerous educational institutions were

surveyed--universities, four-year colleges, community colleges, and junior colleges. A total of 350 schools were contacted within forty-five urban areas of over 250,000 population in the Fall of 1973. The results in this chapter stem from that survey.

In addition a number of urban institutions across the country were visited by research staff. The institutions visited included University of California at Los Angeles, San Francisco State University, University of Wisconsin, Chicago State University, University of Illinois, University of Chicago, Wayne State University, Rutgers University, New York University, Georgia State University and Florida International University, Pepperdine University, University of Southern California, University of California at Berkeley, and University of Massachusetts at Boston. Specific information obtained from the visits is interspersed throughout the entire report. The visits served not only to provide information on program practices, but also served as a forum for the discussion of ideas, concepts, trends, and patterns with recognized leaders in the field.

When possible, contact in the survey was established directly with a school's Department of Continuing Education; where this department did not exist, communications were directed to the vice president for public affairs, communications director, director of educational planning, or even to the president of the institution. Schools surveyed were asked to send to the research team at the University of Houston catalogues, brochures, or related publications describing their college's programs and facilities for continuing or adult education within their urban communities.

Over half of the schools contacted in the survey (55%) responded with the sort of information and catalogues requested. These 193 respondents

adequately represent the geographical and categorical distribution of the institutions originally contacted. Approximately 10% of the institutions responding indicated that they had no special continuing education programs for adults, although several offer degrees in urban studies specifically. In a few schools from this group, initial plans have been formulated for adult education courses. Six schools report continuing education programs, but fail to specify the exact nature of course offerings. Thus, 168 schools (48% of the schools contacted and 87% of the schools responding) designated specific course offerings or special programs for adults engaged in continuing education within the urban community. Table 9 presents a summary by type of institution of the program categories of continuing education within the respondent schools. Course programs in the survey were classified by subject matter in one of the following subject classifications following the system developed by the State of Georgia: Problems and Issues in Society, Personal Interest, Skills and/or Knowledge for Occupational Improvement, Intellectual Skills Development and Personal Life Problems and Demands.*

In studying the adult education programs in these 168 schools, two significant trends have been noted. Approximately 50% of these colleges offer courses for credit in a program tailored for the student older and more mature than average. Secondly, over 82% of the 168 institutions participating in adult education present non-credit course offerings for interested learners within the community. In practice there exists considerably more non-credit than credit programs in continuing and adult education. In further discussion, these percentages will be analyzed in more detail, together with a categorical breakdown of the nature of specific course offerings.

*See Appendix B for a definition of these categories.

TABLE 9

REPORTED CONTINUING EDUCATION PROGRAMS FOR 152 RESPONDENT URBAN INSTITUTIONS BY TYPE OF INSTITUTION* AND CATEGORY (1973)

Type of Institution	No. of Institutions	Problems and Issues in Society		Personal Interest		Skills and/or Knowledge for Occupational Improvement		Intellectual Skills Development		Personal Life Problems and Demands	
		# of Inst.	% of Inst.	# of Inst.	% of Inst.	# of Inst.	% of Inst.	# of Inst.	% of Inst.	# of Inst.	% of Inst.
Public Senior	31	26	83.9	30	96.8	31	100.0	26	83.9	29	93.5
Private Senior	58	40	69.0	47	81.0	48	82.8	39	67.2	41	70.7
Public Junior	59	43	72.9	52	88.1	56	94.9	46	78.0	50	84.7
Private Junior	4	2	50.0	2	50.0	4	100.0	2	50.0	2	50.0
Senior Total	89	66	74.2	77	86.5	79	88.8	65	73.0	70	78.7
Junior Total	63	45	71.4	54	85.7	60	95.2	48	76.2	52	82.5
Grand Total	152	111	73.0	131	86.2	139	91.2	113	74.3	122	80.3

*While there were 168 useable responses in the study, 16 could not be used for this table.

An urban college provides a common time, place, and structure for persons of common educational needs to communicate with one another while learning more about their world, their society, and themselves. It serves those learners who seek long-range formal contact with the college, those who would use the college and its human resources for answers to immediate problems, and those whose needs fall somewhere in between these two extremes. These diverse functions account for the previously mentioned statistical overlap in the percentage of institutions offering credit versus non-credit courses. At least 12% of the schools responding (over 20 schools) offer their courses on either a credit or non-credit basis. In many more instances, students are allowed to audit credit courses on a space-available basis with no admission prerequisities. In several colleges, credit courses are tempered by a pass-fail option offered even to degree-bound students. Some students enroll in credit non-degree programs; others, in as many as fifty schools, receive certificate credits which accumulate in professional certification for many skilled workers and semi-professionals. A student in certain community colleges may opt to receive course credit transferable to a four-year college, or credit merely recognized by the community college itself. In other institutions, students may choose between degree credits or certificate credits applying toward a certificate program which can be a stepping stone to a degree, but not transferable to a degree program. An extremely useful designation for recording non-credit experiences in continuing education, the continuing education unit (C.E.U.), has been adopted in a number of the schools offering extensive non-credit programs. Thus, the clear-cut distinction,

"credit or non-credit" becomes increasingly less descriptive, although affording the student more of an opportunity to choose a program of study particularly suited for his individual needs. At Seattle Community College, for example, a student may select credit programs in pursuing an Associate of Arts degree; he may receive an Associate in Applied Science degree which may transfer to a four-year college; or he may prepare himself for employment in the shortest time possible by entering a vocational or certificate program emphasizing manipulative skills and laboratory-shop activities simulating those in business and industry. This example is typical of many other institutions all across the nation.

Many institutions have created independent organizational divisions, one of which supervises programs for those students desiring part-time, flexible study for credit toward a vocationally oriented certificate or a full college degree. The other division serves those learners anxious to participate in hundredsof non-credit educational opportunities, ranging from one-day conferences to semester-long post-graduate courses. Washington University at St. Louis, Missouri, has, for example, created a program wherein a student of any age may plug his time and needs into a part-time program of college-level education through its University College, designed to benefit mature adult learners. Through the Division of Professional and Community Programs, another student may move into the educational system to learn about a specific problem and move out when his need is fulfilled.

The University College at Washington University seems representative of the programs of approximately twenty schools which described their related programs, often established under a Division of General Studies.

The representative learners are serious part-time students who, because increasing their skills and expanding their knowledge means much to them personally, enroll in semester-length courses which carry college credit. For these students, however, college does not represent a commitment made to the exclusion of all other pursuits. Most students either work or raise families or both; every student leads another life. Such students in general studies programs include recent high school graduates who cannot or do not want to attend college full-time, working adults with various levels of education who want to move ahead in their fields, women whose family responsibilities now allow them time to prepare for professional employment, men and women who need to be trained for a second career, and adults who have recently completed high school equivalency programs.

Many of the schools with Divisions of General Studies grant college level credit to adults on the basis of their cumulative life experiences and practical knowledge. Some schools responding grant such credit through the College Level Exam Program (CLEP). Through the Adult Education Program at the University of Albuquerque, adults who are at least twenty-five years of age earn a bachelor's degree on the basis of levels of competency achieved, rather than an accumulated number of credit hours. It should be noted that in some few cases, the Division of General Studies includes not only students earning a degree through part-time study, but also those desiring specialized training to improve their occupational competence or to prepare for new professional fields and those who wish to continue their education simply for personal enrichment. Generally, however, learners in the second and third categories pursue non-credit course work such as that typical of Washington University's Division of Professional and Community Programs

previously described. This division offers a short-term, come and go, educational life style to make the resources of an excellent university available to thousands of persons with specific needs for short-term education.

Leading educators in the field of non-credit continuing education recognize the need of individuals, particularly within this nation's urban areas, to continue to learn in order to remain alive and healthy. On an individual basis, we learn things daily--both informally and increasingly through extension and independent study courses for credit. Recognizing the mutual need for individuals to think and talk together, many educators' basic mission has become that of bringing people together to learn. Washington University's Division of Professional and Community Programs, for example, initiates learning programs which respond to needs expressed by community, business, and professional groups for continuing education programs. In this context, several colleges have formulated the concept of the Communiversity or community school which provides community education for citizens of all ages, utilizing not only the present programs and physical plants of the public schools, but many other community facilities as well. The catalyst for community education, the community school, promotes intellectual and recreational development for children, teenagers, and adults. It provides supervised instruction in skill development, offers opportunities for basic education, furnishes meeting places for social and civic groups, offers a forum for the discussion of social problems, and provides facilities for social and medical services. Ten of the respondent schools with adult education programs provide child care services, so that parents of small children

may participate in lifelong learning experiences. To encourage participation by the entire community, approximately ten community colleges in the survey have implemented special courses for teenagers and summer "Re-Creation Programs" for young and old alike. A few colleges even encourage high school students of unusual intellectual curiosity to participate in their programs through a dual enrollment program. Numerous programs designed for women, senior citizens, and servicemen will be discussed later.

The task of evaluating the exact participatory role of an educational institution in community service projects is difficult in this study, since community centers and service organizations were not surveyed, and most schools provided information descriptive only of their course offerings. In this regard, Schoolcraft College near Detroit, Michigan, offers a certificate program in community service, while Case Western Reserve has established a Social Work summer study program within the metropolitan Cleveland area. Tennessee State University represents perhaps an outstanding example of a university's direct involvement within the community. Through its basic and remedial education program, the University offers prevocational training, maintains a Training Coordinating Center for educators displaced by desegregation, operates a Technical Assistance Center for the Emergency School Assistance Program, directs a Statewide Consumer Education Project, conducts research projects in adult education, supervises a Minority Business Training Center, oversees a State Management Assistant Program for minority-owned businesses, and administers the state's Cooperative Extension Service. In addition, Tennessee State offers a unique graduate degree in Adult Education Administration. Community Junior College of Kansas City, Kansas,

administers the Public Service Careers, Neighborhood Youth Corps, and Head Start programs and conducts courses for foster parents, as well as classes at a nearby prison. Meramec Community College near St. Louis, Missouri, awards students community service units, while the Division of Community Development through the University of Washington works directly with the city of Seattle. Special course offerings at many colleges require community experts, as well as regular college faculty, for use in instruction. At least ten schools maintain a Speakers' Bureau, often through a Department of Lectures and Community Programming, which further bridges the gap between college and community and provides numerous informative programs on varied and relevant topics. Community service will be discussed in more detail in Chapter III.

According to popular premises regarding community education, a school's non-credit course offerings, such as those offered through Washington University's Division of Professional and Community Programs, should serve these primary functions: (a) channel the ideas, wants, and needs of the citizenry back into the educational system that serves them; (b) provide vocational, academic, recreational, enrichment and leisure time educational experiences to community members of all ages; (c) cooperate with other educational agencies serving the community toward achieving common goals; (d) encourage community members to attempt to understand, evaluate, and solve locally such basic societal problems as environmental degradation, overpopulation, underemployment and unemployment, criminal rehabilitation, health, personal anonymity and alienation, and man's inability to communicate with and understand his fellow man; and, finally (e) establish a working model for faculty and community members to use as a springboard for evaluating, restructuring,

and making more relevant the regular school programs incorporating the maximum use of facilities, human resources, and cooperation between educational agencies.

That community education has already affected positive and dynamic change in many of our traditional and/or antiquated regular school programs can be illustrated by innovative features characterizing many non-credit adult education courses and credit programs alike. Almost ten percent of the schools responding now award a bachelor's and/or master's degree in the area of Liberal Studies or Professional Studies, particularly designed for the adult resuming or beginning college study for personal benefit or occupational advancement. The Open College or University concept referred to across the nation as "College Without Walls" has enjoyed a recent surge of popularity. This untraditional format of study transcends the programs of the schools offering course work through independent study. Beyond the self-directed study, students often devise their own degree plans, adapt their scholastic regime to their vocational and recreational interests, and meet with professors and other students to share their learning, not merely to be deluged with floods of traditional lectures and quizzes. Perhaps the most innovative Open College program originates in Miami-Dade Junior College. "Life Lab," a credit program of individualized instruction, demands that students structure their own study programs and devise a study contract with a faculty sponsor. Learning activities reflect a student's interests and may include listening to cassette tapes, reading, field trips, watching television documentaries, attending selected seminars and workshops, or undertaking special projects such

as volunteer community service work. Students document their learning experiences by recording and evaluating their learning activities in a written journal. The interdisciplinary focus relates subject matter studied to the student's own life and his long-range goals, rather than classifying information into different subject categories. To succeed in Life Lab, according to administrators, students must be self-directed and self-motivated. They must be entirely responsible for setting their own pace and organizing their own material in ways that will be meaningful to them.

Within such programs, the prevailing philosophy maintains that when one is permitted to search for his own answers--without being locked into the traditional academic courses--he evidences a better emotional and intellectual comprehension of the whole. He gains knowledge and insights more relevant to his own needs. Students in these nontraditional forms of continuing education are encouraged to learn job skills through on-the-job apprenticeships and co-op programs and thus from experts in the field. They contact resource people in the community who give support and help. In many programs students also undertake volunteer tutoring of underprivileged children or helping in a prison. They may do individual research projects, apprentice with an expert, or submit some learning experience from their own job. The Miami-Dade philosophy is that students are "on their own, but not alone." The motto for this mode of adult education, which has attracted a wide variety of participants from the folds of more traditional degree courses, is not, "Here I am. Educate me," but "Here I am. Help me to educate myself."

A further innovation in education emanating from continuing education programs lies in relaxed admission requirements in many of the schools surveyed, particularly community colleges. Provisional admissions for credit courses have increased, even at major universities; in some institutions there are no admission requirements for the extension division, and anyone may register for a regular day or evening course either for credit or non-credit on a space-available basis. More commonly, high school graduates can take courses as non-matriculated students. At Clackamus Community College near Portland, Oregon, students eighteen years of age and older may be admitted without a high school diploma and may earn one in college if they desire. Thus, efforts have been made to cease denying opportunities for adult education to those individuals lacking qualifications or credentials from traditional schooling and, ironically, most deserving of further study.

Other special features of continuing education programs include college preparatory programs for college-bound adults; reduced tuition fees for families and senior citizens; and conference centers such as those at Wayne State University, University of Houston, and Michigan State University. Faculty participating as learners in continuing education programs, as well as multi-media libraries represent further innovations. Oklahoma has implemented unique programs such as Oklahoma University's Inter-Cultural Exchange Program with Hacienda El Cobrano in Mexico and Tulsa Junior College's Summer Reading Programs in cooperation with the city's public libraries. A Campus of the Air radio program sponsored by the Oregon State System of Higher Education

features discussions on child abuse, child guidance, and the health hazards of smoking; Seattle University offers a special certificate program in Alcohol Studies. Union College near Newark, New Jersey, conducts a bilingual program with courses taught in Spanish, while New York University's World Campus sponsors travel programs to London, Paris, and Mexico City. Cooper Union College in New York provides an after-school professional development program for teachers; the college of Mount Saint Vincent near New York City offers a holiday season mini-session for credit; and the University of Washington sponsors lectures and concerts, radio broadcasts, and seminars of special interest to adult learners. The Project for Educational Renewal, sponsored by Rosary Hill College of Buffalo, New York, offers traditional courses through a program which helps mature learners integrate their college experiences with their ordinary adult lives. Special attention is given to arranging time schedules so that neither job demands nor educational goals are sacrificed at the expense of the other. Qualified counseling is available for those who experience difficulty adjusting to the changes college entails.

Most every school with a significant adult education program offers flexible classroom hours. Late afternoon, night, weekend, and even early-morning classes abound for the lifelong learning participant who simultaneously holds down full-time employment. Accordingly, traditionally sequential class meetings have often been supplanted, particularly in non-credit courses, by conferences, seminars, institutes, dialogues, weekend retreats (often with professors or famous authors), and courses presented via newspapers, television, and radio.

Perhaps it can be seen that the makeup of an educational institution reflects the needs of the particular community where it exists. The average adult citizen of today's society has become increasingly interested in enriching his life, improving his personal efficiency and skills, and developing his talents. This trend is validated by the high percentage of the populace who actually participate in some form of continuing education, estimated at between 60 and 80 million annually by the American Association of Higher Education. Accordingly, some educational institutions have become concerned with identifying public problems and public needs, focusing their skills and resources on those needs, and then translating these insights into educational areas in which the institution can make a unique contribution.

For the purposes of this study, it was determined that approximately 548 distinctly different program topics in non-credit study were offered during the year 1972-73 at the respondent schools reporting adult education programs. In addition 326 programs of credit in continuing education were offered at these institutions. These programs account for thousands of individual course offerings in specified categorical areas. Course programs in the survey were classified by subject matter as in Table 9.* Allowing for some overlap in subject classification, the numbers and percentages shown in Table 10 below were calculated. The term "program" indicates that at least one course or seminar was offered by a school in the specific categorical subject classification.

It is significant that for both credit and non-credit offerings, approximately one-fourth of all programs of study attract learners on

*See Appendix B for a definition of these categories.

TABLE 10

NUMBER OF REPORTED DIFFERENT CONTINUING EDUCATION PROGRAMS FOR 152 RESPONDENT URBAN INSTITUTIONS* BY CATEGORY (1973)

Level	Problems and Issues in Society		Personal Interest		Skills and/or Knowledge for Occupational Improvement		Intellectual Skills Development		Personal Life Problems and Demands		Totals	
	# of Prog.	% of Prog.	# of Prog.	% of Prog.	# of Prog.	% of Prog.	# of Prog.	% of Prog.	# of Prog.	% of Prog.	# of Prog.	% of Tot. Programs
Non-credit	96	17.5	120	21.9	126	23.0	96	17.5	110	20.1	548	62.7
Credit	63	19.3	49	15.0	82	25.2	64	19.6	68	20.9	326	37.3
Totals	159	18.2	169	19.3	208	23.8	160	18.3	178	20.2	874	100.0

*While there were 168 useable responses in the study, 16 could not be used for this table.

NOTE: The term Programs implies one or more courses in the subject categories; hence the 874 programs account for thousands of individual courses.

the basis of their desire for skills and/or knowledge for occupational improvement. This high degree of participation mirrors the desire of the educational institutions to provide learning opportunities for which they have special competence to those engaged in the various professional areas. Apparently, the academic complex successfully draws personnel from business, industry, and volunteer associations to share as well as to improve their methods of successful research, development, and production. The large number of schools offering programs for occupational improvement reflects, furthermore, the widespread trend observed toward certification in occupational studies for professional programs. Obtaining certificate awards in business and industry reflects a widespread desire to improve professional competence and satisfy intellectual curiosity.

That considerably more programs are offered in non-credit than credit personal interest activities is not surprising, as many leisure-time activities seem incompatible with the more formal structure of a credit course. Through many activities in this category, adults of all ages find new friends, attitudes, and interests. Most courses of this type are especially informal and can be requested by individuals and groups to begin at any time and at various locations. The recreational component integrates public and private resources, encouraging citizens of all ages to participate in sports and physical fitness, as well as cultural pursuits. Approximately 20% of all course offerings lie in the realm of Personal Life Problems and Demands. This participation reflects man's desire to come to terms with his biological and emotional processes--to increase his awareness of his own inner feelings and internal conditions. The learner studies problems of home and family living, pondering his relationships with all of life. He is lead to examine life's ultimate values and

realities. He examines his perspective of value systems and the relationship between his values and his sense of motivation, action, and conflict. He deals with his views of existential reality, of death, and of the unknown.

Of the total number of different non-credit continuing education programs, 17.5% were related to Intellectual Skills Development, while 19.6% of the credit offerings were in this same category. Fewer individual course offerings, moreover, were noted within this area. An important segment of the participants in this category are those who pursue course offerings in adult basic education, through which many achieve literacy and advance to professional awards and even G.E.D. certificates. A more esoteric audience, the professional, may be interested in an occasional seminar on logic, mathematics, or physics, but generally may not have been challenged sufficiently by course offerings in this category to enroll in them to any extent. Where potential learners for this category do exist in certain urban areas, perhaps additional programs could be implemented in order to increase the learner's awareness of his physical environment and to stimulate his intellectual curiosity. Appropriate course offerings in this category could sharpen one's awareness of his immediate environment--of the here-and-now moments of his life--the important details that can add deeper meaning to his existence. An interested student can widen his perspectives of universal relationships and of how he fits into the wider world of matter, energy, and life through learning opportunities provided by the university.

The category, Problems and Issues in Society, accounts for 17.5% of all non-credit offerings reported, as well as 19.3% of the reported programs given for credit. Although many schools with otherwise broad continuing

education programs tend to avoid extensive course offerings in the category of Problems and Issues in Society, many of the program offerings appear extremely relevant, timely, and even controversial. At Washington University, for example, the Division of Professional and Community Programs has met the demand of the past decade and has become increasingly involved in encouraging university leadership to seek solutions for problems in our urban society. In studies, conferences, short courses, and seminars, these topics have been addressed: housing, air and water pollution, human relations, race relations, urban planning, the energy crisis, and international politics. Many schools, in contrast, have not yet implemented courses through which a student can examine his social environment or the dynamics of his interpersonal relationships with others. Particularly in today's society, however, it seems quite necessary for an individual to examine how he relates to others, as well as the personal needs which motivate his own behavior. The ability to understand the roles one plays and the control, or lack of control, he has over them might serve as a goal for many individuals.

The social implications of Watergate and related national events have also been reflected in course offerings of adult education. Courses in the humanities and social sciences are shifting more toward a concern with the nature of man and his demands on and of society, as observed by many educators and social scientists. This desire to review traditions and formulate basic questions about existence signifies a step away from the all too prevalent alienation of recent years. Such inclinations could well be channeled into additional programs studying the need for judicial and legislative reform, health care, counseling, employment, safety, law enforcement, mental health, and other services as needed. As citizens

become more familiar with local political machinery and learn how to utilize and adapt it to suit their needs, they begin to participate in its successful operations as part of a small solution to many huge problems besetting society. Specifically, colleges could provide increased educational assistance to public officials, industry, labor, and other community leaders to help them deal more effectively with community related problems. Specialized organizations, agencies, and groups could also be assisted in achieving their educational goals.

Some responsive programs offered in the field of continuing education overlap categorical distinctions on the distribution chart used previously for means of comparison, and are thus alluded to here separately. Through new efforts now reported to exist at a few of the respondent schools, the Veterans' Educational Assistance programs and the Redischarge Education programs for veterans seem destined to grow and spread if servicemen are to benefit from opportunities to pursue continuing education, particularly at the time of their discharge when they may be most in need of vocational training or programs for re-acculturation into civilian life. Furthermore, with the ending of the draft many other young men, no longer flocking to traditional universities for shelter, may desire more specialized occupational instruction at applied management and technology centers.

A second area which has flourished at many of the schools responding concerns that of continuing education opportunities for women. Most of these programs have been developed to help women evaluate their personal situations, goals, interests, values, and motivations, and to provide them information on opportunities in employment, education and creative career-related volunteering. Generally, they provide continuing education and

career planning for women returning to college in order to continue or extend their education, as well as attempting to resolve general and personal problems of primary concern for women.

Some respondent institutions should be applauded for their special programs for senior citizens, such as the University of Cincinnati's Continuing Education for the Carefree Years program. Senior Forums and Senior Celebration Days offer seminars at reduced rates where discussions include such topics as personal finance, literature, hobbies, health care, and sex after seventy. Several senior citizens, however, report participating in more academically oriented phases of a College of Lifetime Learning, at last taking advantage of an opportunity to engage in lifelong learning at a relaxed and leisurely pace.

An area which has grown tremendously during recent years involves the field of industrial and labor relations. Centers, institutes, and programs which offer courses, workshops and seminars to both business and labor are flourishing. Rutgers labor studies program receives several hundred thousand dollars each year from state appropriated money to conduct continuing education programs for labor throughout New Jersey. The Center for Human Resources at the University of Houston conducts numerous short courses throughout the South for various segments of organized labor. Many institutions have gone beyond the usual continuing education programs in labor to undergraduate and graduate degree programs as well. Within the last ten years, many of the more traditional industrial relations programs have broadened in scope and include interdisciplinary approaches to labor education, manpower, and human resources.

CONCLUSIONS

The survey of urban institutions revealed that (1) 168 schools (48% of those contacted and 87% of those responding) designated specific course offerings or special programs for adults in continuing education within the urban community. (2) Of the institutions offering continuing education programs, over 82% offer non-credit programs, while 50% offer courses for credit. Thus, there exists considerably more non-credit than credit offerings. Twelve percent offer courses on either a credit or non-credit basis. (3) In both credit and non-credit offerings, approximately one-fourth of all programs of study attract learners on the basis of their desire for skills and/or knowledge for occupational improvement. This percentage represents a higher rate of adult participation in continuing education than in any other subject area program. (4) About 22% of non-credit program offerings are in the area of personal interest, while only 15% of credit offerings fall in this category. The higher percentage in non-credit offerings is not surprising, as many leisure-time activities seem incompatible with the more formal structure of a credit course and traditional education. (5) Approximately 20% of all course offerings lie in the realm of personal life problems and demands. This participation reflects man's desire to come to terms with his biological and emotional processes--to increase his awareness of his own inner feelings and internal conditions. (6) Of the number of different non-credit continuing education programs, 17.5% were related to intellectual skills development, while 19.6% of the credit offerings were in this same category. Fewer individual course offerings, also,

were noted within this area. They range from such programs as basic education to advanced seminars for professionals. Where additional potential learners for this category do exist in certain urban areas, perhaps more extensive programs could be implemented to increase the learner's awareness of his physical environment and to stimulate his intellectual curiosity. (7) The category of problems and issues in society accounts for a slightly smaller percentage of the course offerings reported--17.5% of non-credit programs and 19.3% of courses given for credit. Although many schools with otherwise broad continuing education programs tend to avoid extensive course offerings in this category, many of the programs offered appear extremely relevant, timely, and even controversial. Yet, many schools have not implemented courses through which a student can examine his social environment or the dynamics of his interpersonal relationships with others. The success of such programs, where they have been offered, should point out the increasingly acute need in today's society for an individual to examine his personal motivations and behaviors, as well as his place in society at large. (8) Finally, many institutions are clustering programs in continuing education into interrelated and often interdisciplinary blocks such as programs for veterans, senior citizens, women, professional groups, organized labor, etc.

It is clear that there is a diversity of approaches and styles in urban institutions to meet the needs of the adult learner. This chapter was not meant to be definitive, but, rather, suggestive. Its data sources were a survey by mail and visits to a representative number of urban higher education institutions. The appendix to this report

supplements this chapter with specific examples. One thing is clear: while there is diversity, there is, nonetheless, a growing commitment on the part of relevant urban institutions to respond to the adult learning society and to assume a responsibility for which they have the greatest expertise for meeting.

CHAPTER III

COLLEGE AND UNIVERSITY PROGRAMS IN COMMUNITY SERVICE

> There is really no debate about whether institutions of higher education should be involved in the urban crisis--all the prominent people who have discussed the subject agree that they should be. The debate revolves around the manner and style of involvement...[1]

Public service has long been regarded as a legitimate role for higher education. Congress in its enactment of the land-grant program and other subsequent extension legislative acts has so endorsed the concept. Most of this federal money was intended to assist the agricultural needs of the nation, but has over time extended to other areas. In recent years, each state has been allocated funds to enhance community service activities through Title I of the Higher Education Act (about 50 million dollars in the last five years). In addition, untold amounts of money have been granted or contracted to universities for pragmatic research or demonstration projects. The National Advisory Council on Extension and Continuing Education in its Eighth Annual Report to the President (1974) indicated the scope of federally supported programs in these areas. It stated:

> "In examining the broad range of activity through federally supported programs of extension, continuing education, and community service, we find some 212 distinct programs, with an annual cost of nearly $4 billion. We also find that much can be done within the Federal Government and within universities to improve the administration and effectiveness of these programs."[2]

The concept of urban extension has been steadily growing but was given great impetus after the urban discord of the sixties. Higher education is involved and continues to become more involved, though not without reluctance many times from faculty or departments who cling to the more traditional role of teaching and research. However, as more and more younger faculty are infused into departments and as more and more students seek relevant experiences within their educational efforts, this resistance is rapidly eroding. Administrators often recognize both the educational value and social value of intensified public service, but are hampered in their desires to increase efforts by the above mentioned departmental and faculty apathies. A recent report of the Southern Regional Education Board pointed out:

> "Public service is so accepted now that you can't really develop arguments against it that will hold up. Some people may still have reservations, perhaps, but among university administrators in the region there is a tremendous commitment to public service."

The report goes on to say:

> "Where you still run into resistance is with the oldline academic departments. The problem is that the faculty don't understand public service; they see it as PR work. Also, they don't think it carries any academic prestige. These people are more likely to be peer-oriented; they care much more about how professors in similar departments at other universities view their work than how a state official does. But this resistance to public service is fading away--there's no question about it. There's an upward trend of major universities to be involved in public service of one kind or another."[3]

The Carnegie Commission devoted some of its work in the early 70s to public service. One of its most noted reports on the subject is entitled, The Campus and The City. It points out that a study in 1969 by the Harvard Committee on the University and The City found the greatest deterrent to urban public service is the lack of a central administrator whose full-time efforts are to orchestrate the public service role of the institution.

The Carnegie report also notes that few universities have any central office or clearinghouse to turn to for service information or response capability. This was especially pronounced during the urban crises of the 60s when universities had a great opportunity to render essential service, but lacked a capability to rapidly or relevantly respond. The report points out three important considerations: (1) Service activities typically are interdisciplinary and therefore it is inappropriate to lodge responsibility for them in any single college or unit; (2) Service activities often cross functional lines involving instruction, research, service, and other activities; (3) Today's high priority for urban service makes it desirable to lodge responsibility for this area in an officer close to the President (Chancellor). The report recommends that a Vice-President (Vice-Chancellor) be responsible for this area and that such an officer have an advisory council with a membership of faculty, administrators, and students. The following quotation excerpted from the Carnegie report bears noting:

> "...and effectively to mobilize the research and service capacities within higher education toward the goal of enhancing the quality of urban life. Some of the sense of the immediate crisis in our cities that characterized the late sixties has faded. The present relative calm may falsely reassure us that all is well. The needs are well documented and higher education must find effective ways to make its own particular contributions in response to those needs before awaiting for overt crisis manifestations to again develop.
>
> The land-grant college movement was one of the most revolutionary ideas in the history of education in the United States and in the world. It provided the momentum for the development of colleges with a new sense of direction to the needs of a dominant force in American society at that time--rural America. Today we need a similar commitment to direct the attention of our colleges and universities to the concerns of urban America."[4]

Since there appears to be a growing involvement in and concern for public service within higher education, a study was made in late 1974 and early 1975 to determine what higher education is indeed doing in public service in the

United States. The study was to be descriptive in nature to indicate illustrative examples of institutional involvement. To accomplish the study 397 institutions of higher education with enrollments of more than 3,000 were selected and surveyed with a brief descriptive questionnaire. Two hundred and seventy-nine institutions responded (70.3% of sample). Of these, 245 submitted useable data to describe their public service endeavors. From these data 184 individuals were contacted in a second survey. These individuals appeared to be very active on behalf of their institutions. From this group 91 responded with additional data and comments. Several institutions were visited in an attempt to look at certain apparently innovative programs. Some of these will be discussed below.

As the data came in, it became clear that a classification scheme for public service activities was necessary. Consequently, public service for purposes of this study has been categorized as follows: (1) Educational Services, (2) Health Services, (3) Family Services, (4) Physical Education Recreation Services, (5) Non-Physical Education Recreation Services, (6) Legal Services, (7) Information Services, (8) Technical Assistance, (9) Applied Research, (10) Community and Civic Affairs, (11) Other. Definitions of these categories can be found in Appendix B of this report.

Table 11 presents an aggregate summary of the reported programs of the respondent institutions. It categorizes the data by type of program and type of institution. The table indicates that 1,430 specific and organized programs related to community service were in operation in 1974. A note of caution is made: the data represent specific, organized, and staffed programs withir the institutions and does <u>not</u> account for the thousands of informal and individual faculty services rendered to the public on the part

TABLE 11

NUMBER OF REPORTED SEPARATE COMMUNITY SERVICE PROGRAMS
OF 233 RESPONDENT INSTITUTIONS BY TYPE OF INSTITUTION* AND CATEGORY
(1974)

Type of Inst.	# of Inst.	Educational Services # of Prog.	%	Health Services # of Prog.	%	Family Services # of Prog.	%	Physical Education Recreation Services # of Prog.	%	Non-Physical Education Recreation Services # of Prog.	%	Legal Services # of Prog.	%	Information Services # of Prog.	%	Technical Assistance # of Prog.	%	Applied Research # of Prog.	%	Community and Civic Affairs # of Prog.	%	Other # of Prog.	%	Total # of Prog.	%
Public Senior	129	314	42.7	27	3.7	4	0.5	23	3.1	87	11.8	11	1.5	21	2.9	134	18.2	74	10.1	38	5.2	3	0.4	736	51.5
Private Senior	44	150	45.7	33	10.1	2	0.6	12	3.7	38	11.6	13	4.0	5	1.5	48	14.6	19	5.8	7	2.1	1	0.3	328	22.9
Public Junior	59	150	41.1	6	1.6	0	0	16	4.4	159	43.6	0	0	10	2.7	8	2.2	1	0.3	8	2.2	7	1.9	365	25.5
Private Junior	1	1	100.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0.1
Senior Total	173	464	43.6	60	5.6	6	0.6	35	3.3	125	11.8	24	2.3	26	2.4	182	17.1	93	8.7	45	4.2	4	0.4	1,064	74.4
Junior Total	60	151	41.3	6	1.6	0	0	16	4.4	159	43.4	0	0	10	2.7	8	2.2	1	0.3	8	2.2	7	1.9	366	25.6
Grand Total	233	615	43.0	66	4.6	6	0.4	51	3.6	284	19.9	24	1.7	36	2.5	190	13.3	94	6.6	53	3.7	11	0.8	1,430	100.0

*While there were 245 useable responses in the study, 12 could not be used in this table.

of institutions and their faculties. Thus, the data indicate formal public service commitments and resources on the part of the responding institutions. It should also be pointed out that the author has no way of knowing whether or not the data supplied were complete. Many institutions are involved in public service activities which are not well known to the institution as noted above in the Carnegie report, or may not have been considered as public service activities. The author in his research found that many institutions do not fully know what they are doing in these areas.

An excellent example of how oftentimes even very prestigious institutions are deeply involved in public service without a central authority within the institution knowing all the efforts is that of the University of California at Berkeley. Berkeley was one of the institutions visited as part of this research effort. In late 1973, Chancellor Bowker undertook an in-depth analysis of Berkeley's public service activities. The results of the work were published in a report entitled: Berkeley Campus and The People of California and an inventory entitled: The Berkeley Campus and the State of California was prepared. These two documents point out hundreds of points of involvement of Berkeley and public service and over 4,000 students annually working with state agencies or community organizations, either as volunteers or for credit as part of their education. The current author was greatly impressed by the work at Berkeley not only in public service, but in an attempt on the part of this large institution to better understand and document its public service commitment and thereby enhance its effectiveness.

Consequently, the data reported in this chapter must be viewed as representative and illustrative of the public service commitments of higher education. Short of in-depth research with heavy follow-up, it is impossible to define and precisely enumerate all of the public service activities of the responding institutions. But the value of the data reported herein is that it tends to illustrate commitment and offer guidance to institutions who might be looking for ways to enhance, intensify, or restructure their public service efforts.

The data in Table 11 show that by far public service of a direct educational content nature is the major single area of public service. But this would not be unexpected, given the nature of the institution being studied. For senior institutions, technical assistance to agencies, both public and private, is the next largest category; while for junior institutions, recreational services are next in order of magnitude. It is also seen that applied research and health services are substantial in senior institutions but of much lesser consequence in junior colleges.

Table 12 categorizes the data in terms of the number of institutions by type which offer the public services as defined by the project. This table is perhaps more interesting to institutional planners than Table 11. Of the senior institutions, 91.3 percent reported educational services, 50.7 percent reported technical assistance services, 37.0 percent reported nonphysical recreation services; for junior colleges, 96.7 percent reported educational services, 78.3 percent reported nonphysical recreation services. The basic philosophical differences between senior institutions and community colleges emerged clearly from the data reported in this table.

TABLE 12

REPORTED COMMUNITY SERVICE PROGRAMS OF 233 RESPONDENT INSTITUTIONS BY TYPE OF INSTITUTION* AND CATEGORY (1974)

Type of Institution	# of Inst.	Educational Services		Health Services		Family Services		Physical Education Recreation Services		Nonphysical Education Recreation Services		Legal Services		Information Services		Technical Assistance		Applied Research		Community and Civic Affairs		Other	
		# of Inst.	% of Inst.	# of Inst.	% of Inst.	# of Inst.	% of Inst.	# of Inst.	% of Inst.	# of Inst.	% of Inst.	# of Inst.	% of Inst.	# of Inst.	% of Inst.	# of Inst.	% of Inst.	# of Inst.	% of Inst.	# of Inst.	% of Inst.	# of Inst.	% of Inst.
Public Senior	129	115	89.1	18	14.0	4	3.1	20	15.5	45	34.9	8	6.2	17	13.2	72	55.8	41	31.8	28	21.7	3	2.3
Private Senior	44	43	97.7	17	38.6	2	4.5	10	22.7	19	43.2	10	22.7	5	11.4	16	36.4	14	31.8	6	13.6	1	2.3
Public Junior	59	57	96.6	5	8.5	0	0	17	28.8	47	79.7	0	0	9	15.3	8	13.6	1	1.7	8	13.6	7	11.9
Private Junior	1	1	100.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Senior Total	173	158	91.3	35	20.2	6	3.5	30	17.3	64	37.0	18	10.4	22	12.7	88	50.7	55	31.8	34	19.7	4	2.3
Junior Total	60	58	96.7	5	8.3	0	0	17	28.3	47	78.3	0	0	9	15.0	8	13.3	1	1.7	8	13.3	7	11.7
Grand Total	233	216	92.7	40	17.2	6	2.6	47	20.2	111	47.6	18	7.7	31	13.3	96	41.2	56	24.0	42	18.0	11	4.7

*While there were 245 useable responses in this study, 12 could not be used in this table.

Apart from the types of programs offered, the research was also looking into organizational arrangements, general budget sources, types of groups served and publicity for programs. Table 13 summarizes the data related to those issues. Again, it is speculated that this table should be of interest to institutional planners.

It can be seen that in senior institutions about the same number organize continuing education and public service together as organize them separately and about one-fifth of the survey senior institutions have no defined division for community services. In junior colleges, a greater percentage show an organizational division for community service as separate from continuing education, but only 6.5 percent show no organized division for community service.

Another issue in respect to organization was studied as well. It was determined that most institutions, both junior and senior, provide community service programs in a decentralized mode. Only 13 institutions actually administered all community service through a single office, whereas 55 were decentralized with specific and permanent organizational units such as institutes, centers, etc., and 177 were decentralized with specific programs that were organized and conducted on a less permanent, more ad hoc nature. The patterns here for both senior and junior institutions were similar. In summary, most institutions are organized on a decentralized mode spreading community service activities throughout various sectors of the institutions. Few institutions have all community service directed out of a single office. This does not mean that there is no central officer of coordination, for the data in the preceding part of the table indicate that only 16.7 percent of the institutions do not attempt some type of central coordination or facilitation, even though the actual services are rendered in a decentralized fashion.

TABLE 13

ORGANIZATIONAL, BUDGETARY, AND SERVICES SUMMARY
OF 245 RESPONDENT INSTITUTIONS BY TYPE OF INSTITUTION
(1974)

Type of Institution	# of Institutions	Community Service Programs and Continuing Education Programs Organized Together		Separate Division for Community Services Generally		No Division for Community Services		Community Services Decentralized with Specific Units		Community Services Decentralized; Individuals Initiate and Conduct		Budget for Community Services from General Fund		All Community Services Budget from Grants, Contracts and Fees		Types of Groups Served in Community Service								Publications Available on Community Service	
																Fed Government		Local Government		State Government		Public Agencies		Private Agencies		Extension		Individuals			
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Public Senior	139	67	48.2	51	36.7	21	15.1	27	19.4	103	74.1	112	80.6	24	17.3	8	5.8	37	26.6	27	19.4	52	37.4	55	39.6	32	23.0	67	48.2	77	55.4
Private Senior	44	7	15.9	21	47.7	16	36.4	9	20.5	34	77.3	23	52.3	13	29.6	2	4.6	7	15.9	5	11.4	19	43.2	21	47.7	1	2.3	32	72.7	32	72.7
Public Junior	61	22	36.1	35	57.4	4	6.6	19	31.2	39	63.9	51	83.6	7	11.5	7	11.5	8	13.1	7	11.5	12	19.7	27	44.3	0	0	47	77.1	48	78.7
Private Junior	1	0	0	1	100.0	0	0	0	0	1	100.0	1	100.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Senior Total	183	74	40.4	72	39.3	37	20.2	36	19.7	137	74.9	135	73.8	37	20.2	10	5.5	44	24.0	32	17.5	71	38.8	76	41.5	33	18.0	99	54.1	109	59.6
Junior Total	62	22	35.5	36	58.1	4	6.5	19	30.7	40	64.5	52	83.9	7	11.3	7	11.3	8	12.9	7	11.3	12	19.4	27	43.6	0	0	47	75.8	48	77.4
Grand Total	245	96	39.2	108	44.1	41	16.7	55	22.5	177	72.2	187	76.3	44	18.0	17	7.0	52	21.2	39	15.9	83	33.9	103	42.0	33	13.5	146	59.6	157	64.1

NOTE: Where subtotals vary from totals, sufficient data were not supplied for tabulation purposes.

The next part of Table 13 generally summarizes the sources of funds for such activities. Approximately 74 percent of the senior institutions and 84 percent of the junior institutions commit funds from the general fund budget of the institution for service activities. In some cases, the support may be the salary of the coordinating officer or other such minimal support; in other cases actual program funds are provided from the general budget. These data do indicate a substantial commitment to the concept of service in that general funds are allocated in support of public service.

Private and public agencies such as schools, hospitals, correctional institutions, etc., are the predominent groups served in public service. However, services to individuals are rendered by more institutions than to groups. This is consistent with the data from Tables 11 and 12, which show educational and recreational services as the predominent types rendered.

Finally, Table 13 indicates how many of the responding institutions actually publish brochures, catalogs, etc., on their public service efforts. Approximately 64 percent do publicize their efforts. This, too, is an indication of commitment to the service role of higher education.

Tables 11, 12 and 13 above give a statistical summary of the data collected in the community service survey part of this total project. However, these tables and the discussion above does not adequately reflect the nature and innovative character of many of the projects and programs accounted for. There would be no way to discuss these efforts fully in this report. Several file cabinets of descriptive materials were filled from this research project and some institutions were visited. We will attempt in the few pages below to discuss some of these efforts, again merely as illustrative of the response of higher education to community issues and public service. The fact that most programs shared with us in

the research process are not discussed here in no way reflects on their nature or adequacy. It is simply a matter of expedience that a few are chosen for discussion.

The author was genuinely impressed by the efforts of the University of Southern California in a program entitled the Joint Educational Project conceived of and currently directed by Dr. Barbara Gardner. This effort, now a permanent program of the University, best typifies the way a University can respond to community issues in an innovative way, involve large numbers of faculty and students, and do so in an educationally respectable fashion with students achieving educational credit for their service efforts. Basically, the project utilizes students working with inner city schools in several levels of involvement. These include tutoring, teaching mini-courses in the public schools, serving as role models and "Pa s" for inner city youth and serving as teacher aides. While this activity does not in itself sound that dramatic, the way the program works is truly a model of excellence and planning. The program has expanded this year beyond service to inner city school youth and now also focuses on supplying job opportunity data and assistance to low-income community residents. It also includes a special program working with an orthopedic hospital whereby physical therapy students work with inner city youth with physical problems and an alumni resource program through which the University of Southern California alumni can participate in the service functions of the program. In addition, a specialist has been hired to work in the expansion of the program into other senior and junior colleges interested in this approach to community service.

As of a year ago when the program was visited by this author, over 10 percent of the student body of USC were participating. Students from classes in such areas as Anthropology, Education, English, Ethnic Studies, Geography,

History, Linguistics, Music, Social Work, Public Administration, Urban Studies, Sociology, etc., were involved. In some cases, entire classes participate; in other cases participation in the program is offered as an optional alternative to part of the regular course program. The students work from several to many hours per week in the areas of mini-course instruction within the public schools, tutoring, "Pals", teacher aides, and bilingual assignments. Curriculum materials, mini-course guides, teacher manuals, faculty handbooks, etc., have all been developed and are being refined and updated in a continuous process. Recently, the project acquired its own facility and this fact attests to the excellence and acceptance of the project. The present author encourages readers to contact Dr. Barbara Gardner at USC for more information. This project dispels the myth that public service is not truly an "academic" endeavor.

Another program in Los Angeles is worthy of note too. It is a type of partnership between the University of Southern California and the John Tracy Clinic which serves deaf or hearing impaired children and their families. The clinic is known world-wide for its correspondence efforts to thousands of parents and teachers of hearing impaired children. But the unusual character of this clinic is that it has joined hands with the University such that the faculty expertise and research capability is brought to bear upon the basic service mission of the clinic. The effort does demonstrate that a private agency and a university can team up, maintain their autonomies, and provide a quality of service neither could alone achieve. While the client is the greatest benefactor of this partnership, the two partners benefit in numerous ways such as faculty appointments for certain clinic staff, in-service teacher training for education students at USC and jointly sponsored research efforts.

The University of Massachusetts at Boston has attempted to create a bridge between academia on the one hand and the Boston community on the other through the operation of its College of Public and Community Service. Students in this program are involved in various curricula relating to specific career options. But the general mode of instruction is that of competency-based methods with high involvement in community activities through cooperative education. The college places special emphasis on meeting the educational objectives of those adults whose education was interrupted in the past and who wish to continue on their own pace. Faculty are both traditional faculty and also persons from positions in public and community agencies. Student progress is not measured by the accumulation of course credits, but through a certificate system that assesses competency acquired on the job, in life generally, or through college courses. To obtain a Bachelor of Arts Degree a student must acquire a total of ten certificates in various areas worked out for the student. This program of community service meets two goals: an academic degree program and a direct community aligned service education. While this approach to public service differs from most traditional approaches, it does provide great service to the Boston community, has academic respectability for those academic skeptics who look down on public service, and is at the forefront of needed educational innovation for a large number of students who desire a degree, but want a practical and applied base upon which it is structured. This effort at Boston bears watching for its potential for much of urban higher education is far reaching. The current author also visited this effort and was greatly impressed with the entire program and the dedication of the staff who are having to try the untried and pioneer in educational innovation.

Many of the institutions surveyed sent materials on urban research centers, human resource centers, energy institutes, business research bureaus, social science centers, extension services, and so on. The predominent scheme is the use of centers, institutes and bureaus in senior institutions and departmental or college-wide efforts in junior colleges. The response to public service is indeed impressive and the data from this study indicate a growing awareness of the responsibility of higher education in the application of its resources to public and community issues.

Dr. Robert Parks, past President of the Association of Land Grant Colleges and State Universities, summed up the responsibility of higher education in a 1973 speech. He said:

> "Institutions of higher education, having resources and capabilities, both social and technological and which are potentially and actually of value in the solution of national problems, have a responsibility to serve the public welfare beyond on-campus teaching and research. To enable these resources to be more effectively utilized, institutions must relate productively to external groups and agency organizations and associations to provide service."[5]

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CHAPTER IV

STATEWIDE PLANNING AND PROGRAMS FOR THE ADULT LEARNER THROUGH HIGHER EDUCATION*

The current explosion in adult and continuing education finds its historical origin in federal legislation which created the national land grant program in 1862. Through the years thereafter, other federal programs enabled states to develop technical and vocational programs in order to upgrade the quality of the common man's training and bring about an understanding between the farmer and the academician.

It was not until 1965 that the national focus was dramatically sharpened on the broader aspects of community service education through Title I of the Higher Education Act. The stated purpose of this act was that of "assisting the people of the United States in the solution of community problems such as housing, poverty, government, recreation, employment, youth opportunities, transportation, health, land use...," and strengthening community service programs of colleges and universities. The act provided federal funds to be matched by states and administered through a coordinating agency for colleges and universities.

Most states have taken advantage of Title I to develop and implement continuing education and community service programs, especially in

*It must be pointed out that data reported in this chapter reflect activities up to 1973. Some states since that time have progressed further in their planning or implementation.

metropolitan areas. Although initially, the programs emphasized community development and vocational training, the recent trend has been toward more diversified areas. The actual explosion which is bringing continuing and adult education to a position alongside that of traditional higher education results from the recognition by the states of the long-term benefits to the state, as well as to the national well-being. This realization has come about in very recent years. Only several states currently have specific operative plans, independent of general state plans for higher education, specifically for continuing and adult education. A number of other states are presently developing such plans, which should be completed in the near future. Another group of states implement continuing education programs through Title I agencies without plans which distinguish continuing and adult education from traditional higher education. The remaining states seem to have no state plan for the delivery of postsecondary education programs, although there may be a Title I plan or set of priorities.

Even though large differences in educational needs exist between states, there are certain approaches and attitudes which are shared by several of them. The following analysis of statewide efforts is by no means definitive. Information for review was obtained primarily by contacting by letter the Coordinating Boards of Higher Education or their counterparts in all fifty states. Some states responded with actual state plans. Several others sent policy statements or reports of research done in their state regarding adult and continuing education. Those states which did not reply were contacted by phone. At the time of writing, only one state did not provide any information. Many states indicated that continuing education was coordinated through the Title I agency. Other states indicated that there

was no statewide coordination of these programs, even though other evidence reveals that certain individual institutions within the state have well-developed lifelong learning offerings.

A number of states are moving in similar directions to expand their system of postsecondary education. Maintaining an office at the state level appears to be the most common existing or proposed organizational method in those states which have taken steps to strengthen their non-traditional postsecondary education system. This is usually done through a special division either separate from or within the state agency for higher education.

Such an office typically functions as a clearinghouse for programs across the state and assumes a leadership role in publicizing and developing individual and state interest in lifelong learning. It is not usually directly involved in program implementation or administration. A state office could also serve as a logical place for accumulating relevant legislative information and more importantly, policies regarding certification or professional licensing which influence the need for and provisions of lifelong learning.

In most cases, a committee or department is located within an already existing state agency. Where a commission is autonomous, there is close cooperation between the different divisions. Examples of those independent branches are the Postsecondary Education Commission of California and the Advisory Council for Adult and Continuing Education in Michigan. Pennsylvania's master plan proposes that a separate standing committee be established at the state level, but does not give it a name. Those states which place the continuing education division under the higher education department

of the state most notably at this time include: Connecticut, Florida, Georgia, Idaho, Indiana, Kansas, Massachusetts, Michigan, New York, Rhode Island, South Carolina, Texas and Virginia.

The major obstacles confronting a comprehensive postsecondary education system have been identified by nearly all states as a lack of cooperation and coordination. Most of the states which are innovative in continuing education concede that it is impractical, if not impossible, to implement and administer programs from the state level. Several states have proposed that regional centers be established. States which specifically describe such centers include: California, Connecticut, Florida, Indiana, Massachusetts, Michigan, New York, Pennsylvania, Rhode Island, and Virginia. The function of these centers would be to help increase the efficiency of postsecondary education by eliminating overlapping programs and to facilitate cooperation among the multitude of educational resources to be found within a community. Texas proposes regional councils.

The Unicenter, for example, which is proposed in Rhode Island, will bring together the community based agencies that serve Black, Latin-American, low-income, and other minority individuals and families, as well as providing educational information for the general public. California is also in the process of establishing a Community Educational Advisement Center, which would assist the "new clientele" and others in making decisions about participation in postsecondary education.

A position paper of the Michigan Advisory Council for Adult and Continuing Education recommended that three planning regions be established in the state--one urban, the middle-city, and one rural. The Council also asked that the state legislature appropriate $750,000 for establishing these centers.[1]

Another method of increasing opportunities for participation is the consortium approach taken in many states. Through consortial arrangements, institutions have been able to come to grips with the educational aspects of the problems of time and space. The rationale for consortia is explained concisely in Patterns for Lifelong Learning:

> Almost all institutions of higher learning and a vast variety of noncollegiate institutions offer some type of continuing education programs. No one institution can do everything, but each should affirm which part of the total responsibility it will assume. Ideally, institutional cooperation will replace competition and unnecessary duplication among programs. It is not unusual--indeed it is common--for several universities to offer similar continuing education programs in most of the larger towns and cities of the nation. Add to these the extensive programs offered by business and industry, professional and community groups, and the apparent duplication of effort becomes even more pronounced. Much more could be accomplished locally, regionally, and nationally by a serious combination of resources and by a collaboration of those agencies concerned with continuing education.[2]

The State University System of Florida's continuing Education program is organized in a pattern of decentralized administration with centralized accountability. This occurs by dividing the state into regions determined by the location of state universities.

> Each of Florida's seven state universities is responsible for servicing a determined geographic region of the state and may offer, within its region and without prior approval from the University System's Continuing Education office, any credit courses which have been approved by the university for on-campus instruction. A university may also offer credit courses outside of its region after appropriate clearance with the University System's Office for Continuing Education. Universities which have capabilities in specialized or unique areas not available in any other state university may, with the permission of the University System Office for Continuing Education, offer their course(s) in any part of the state. An official listing of its specialized or unique courses and programs is normally prepared for each university at the beginning of every academic year. A university has complete operational autonomy for

> its noncredit short courses, seminars, and symposiums. No prior approval is needed for these activities, although universities are asked to report all such activity, in advance, to the University System Office for Continuing Education.[3]

In order for an interinstitutional arrangement to operate effectively and contribute significantly to lifelong learning, the importance of education now being provided by the private segment of society must also be recognized. This segment, which includes private universities along with proprietary schools, business, industry, and even community organizations, is often called the educational "periphery" or "open-sector." Acceptance of the open-sector has only recently come about in the field of education.

Efforts are underway in several states to give equal status to education obtained from these nontraditional sources. New York, for example, recommends in their state plan that "Formal borderlines between collegiate and noncollegiate postsecondary education be erased through the development of a comprehensive system of postsecondary education that involves no distinction in status."[4]

> National trends indicate a rate of increase of proprietary school enrollments over the last decade which is twice the rate of increase in degree-granting institutions. Further, federal policies are changing such that student aid funds go to proprietary institutions. (In Indiana, for example, financial aid programs available to students at proprietary institutions nearly parallel those available in public and independent institutions.) Accreditation and degree-granting criteria are changing such that proprietary institutions will be included. Finally, contracts with proprietary institutions have been undertaken in some instances in Massachusetts in the area of occupational education and they have been recommended in Delaware, Indiana, and elsewhere.[5]

The trends are particularly significant in urban areas because of the increasing level of education required for job mobility and the rapidity of change in technique and technology calling for continual

updating of knowledge and skills. With the recognition and development of nontraditional means of acquiring relatively low-cost postsecondary education, opportunities for advancement are more desirable and accessible.

A similar problem concerning acceptance of nontraditional educational offerings at formal degree-granting institutions has been raised in several state plans, as well as in much related literature.

Although continuing and adult education has established itself as a segment of education, it is still forced to take a back seat to formal higher education. The well-established traditional system of higher education has been reluctant to recognize adult and continuing education as its equal in areas of student charges, course offerings, and financial aid. If lifelong learning is to become a reality, the inequities which penalize a person for stopping-out of school or attempting to relearn or retrain must be eliminated. In the past, the continuing education departments of too many institutions consisted mainly of "overtime teachers" using warmed-over lectures. The students were necessarily those of relatively higher incomes due to an unavailability of financial assistance.

The problem of inequality has been addressed in the education plans of several states. A study conducted for the Colorado Commission on Higher Education by the Academy for Educational Development expresses a need to place more emphasis on extension work. It is recommended that both on-campus and off-campus courses be equalized and that extension programs be made a part of the state general fund budget. In noting that institutions will have to adapt to meet the needs of "second chance" students and those seeking to equip themselves for new careers the study recommends that:

> All institutions offering outreach programs should devise noncredit skills and refresher courses to help prepare students who have been away from formal education for some years to resume their studies.[6]

The state plans of Rhode Island, Florida, California, and Virginia encourage the equalization of nondegree continuing education programs. In Rhode Island, for example, the proposed Master Plan for Continuing Education recommends that:

> The Board of Regents should consider making it official policy that all citizens of Rhode Island are entitled to education on similar financial terms and that measures should be taken to remedy present inequities where they exist in public institutions in relation to adults.[7]

California's State Plan of 1972 advocates that extension courses or off-campus degree credit work should not differ from the traditional on-campus credit work as far as charges to the student are involved. With regard to community colleges, the plan recommends that:

> The California Community Colleges, to which all high school graduates are qualified for admission, should continue to remain tuition-free. In this connection, it is also recommended that the existing limitation of State funding for community college students over 21 years of age be removed and that all students, regardless of age, part-time and full-time, following graded programs on any day or night of the week, be funded on an equal basis and that a system of financing should be developed that takes into account local resources for funding quality programs.[8]

This same sentiment for raising continuing education to the same level and status is expressed in the draft of The Virginia Plan for Higher Education, 1972-1982. The appeal is that:

> In the future it will be necessary to view these programs (continuing education and extension activities) as equals in every repsect to on-campus resident courses and programs. Consistent funding for off-campus programs will have to be provided and this second-class stigma will have to be erased. The distinction between on-campus and off-campus courses will need to disappear.[9]

The policy statement on extension and continuing education programs in Florida has the most direct and unqualified stand on equality of credit courses. As the Board of Regents proclaims, "Unless a university is prepared to accept credits earned in its courses offered away from the campus, it shall not offer such courses."[10]

Once the problem of equalizing the value of nontraditional approaches to lifelong education has been resolved, another barrier confronting the process of continuing education arises. The question posed is, How should lifelong education be financed?

Currently, most programs must be operated at the local level on a self-sustaining basis with students providing not only instructional costs, but administrative costs as well. This results in only part-time commitment on the part of administrators. An inventory of community service and continuing education programs which was conducted in Kansas in 1972 supports these findings. It was revealed that two-thirds of the administrators of outreach services and/or community development services and projects estimated that 30% or less of their time was assigned to outreach activities; one-fourth of these indicated that zero percent of their time was assigned. Almost half estimated that they spent 10 or fewer hours per week on outreach service activities. During a calendar or fiscal year, 42% of the program administrators spent 10 or less percent of their total time on outreach service activities.[11]

If student fees are used to maintain a full-time administrative staff thereby reducing instructional revenues, the university finds itself unable to develop an adequate faculty for a good continuing education program. In many instances, the faculty members of continuing education offerings

do not receive additional compensation for their time, especially if the program is located on campus. It was found that in Kansas only about one-fourth of the faculty who participate in outreach services received additional compensation. The main type of reward received was recognition. Since most faculty members are involved to the limit in regular credit programs, the incentive does not appear very great to participate in continuing education courses. Given a tight budget and a shortage of faculty, and trying to maintain a self-sustaining program, the institution is then forced to set higher enrollment criteria per course, as well as higher tuition and fees. A cycle is thereby created effecting disastrous results upon lifelong education. An example of this can be seen in Florida, where it is noted that in many instances the universities are forced to cancel teacher education courses that are requested by rural counties which often need them most. According to a recent survey in Florida, many of the smaller professional associations in the state have been forced to look outside of the university system, and in some cases, outside of the state, in order to meet their needs for professional continuing education.

Fortunately, some states have recognized this problem and have taken action to intervene in the cycle. In October, 1973, a report by the Division of Continuing Education to the Idaho State Board of Education recommends that "...complete subsidization of the administration of each institution's office of Continuing Education be provided through the general fund appropriation from the State Legislature."[12] The California State Plan recommends that nondegree work be supported for the time being primarily by participants. It continues, however, that the public service value of such education should be recognized. Such recognition should be formalized by the State through funding the administration of these and other programs that are in the State's interest.[13]

In Pennsylvania's Master Plan, an appeal is made for continued financial support of postsecondary continuing education in this manner:

> Even if federal funding continues to be a major element in the support of continuing education programs, such activities in all Commonwealth institutions should receive additional support in the form of categorical aid from state and local funds, particularly for those noncredit and community service programs directed towards the needs of the Commonwealth.[14]

In Massachusetts, there are four models for financing continuing education programs which have developed under the legislative provision that the public institutions may conduct these programs only if there is no cost to the Commonwealth. These are the trust fund approach, the revolving fund approach, the spending limit approach, and the extended-day funded approach.[15]

The trust fund operation gives the continuing education division nearly complete control over its funds. This, along with slightly higher fees, enables the division to expend more money on staff and to operate in an entrepreneurial fashion, since the income-expenditure process does not involve the State, but instead a local bank (subject to State audit).

The revolving fund account retains most of the discretion of a trust fund, but restricts the accumulation of funds, and does not involve the State directly in the income expenditure process.

Another model, the spending limit model, places a legislated limit on the amount of spending from the continuing education account. This allows State funds to be expended up to that limit, but all revenues must go back to the State. Revenues must not exceed the amount spent. The State Colleges in Massachusetts also have a

procedure whereby 10% of the continuing education receipts are allocated to the State College System central office to be expended for three purposes: part for a "bailout" fund to assist small or new programs operating below breakeven; part as a fund to perform research and fund projects in continuing education; part as a fund to support staff work for the Board of Trustees.

According to the extended day principle, regular budget day classes are opened to part-time students and offered at some hours more convenient to part-time students. Hence, the flexibility and responsiveness of a separate continuing education division is sacrificed for the ability to have part-time study funded by the State.

Although these four methods of financing continuing education programs are currently in use in Massachusetts, a special report for the Advisory Council on Education recommends several other possibilities. To aid the disadvantaged student, a voucher system was suggested. A tax credit policy for employers was discussed to encourage business and industry to help support lifelong learning. On the regional level, a matching grant program was proposed to help coordinate and initiate continuing education programs.

A few states have provided estimates and projections for the degree of participation in adult and continuing education. In some cases, these projections are for specific programs as opposed to the broad range of offerings from any type of learning source.

It should also be mentioned that these estimates are generally for noncredit courses and programs. This is a very conservative estimate of the total participation in lifelong learning as broadly

defined. It is expected that many persons enroll in programs for credit for the simple reason that noncredit offerings of their interest are not available.

New York reports that 82,350 persons were served in nondegree adult occupational education programs during the 1970-71 school year.[16] Estimates of those adults enrolled in general education courses, or courses for "making a life" are broken into three categories:[17]

Public life	19,000
Family life	58,000
Richer life	237,000
Total	314,000

Florida projects that the State University System noncredit enrollment through the year 1980 will be:[18]

1972-74	126,250
1974-76	138,300
1976-78	153,600
1978-80	174,400

Rhode Island estimates that the Cooperative Extension program reaches about 60,000 persons each year. They further estimate that up to 35,000 members of the work force may participate in some form of continuing education or training sponsored by the company. Education offered by public agencies was estimated to include "...service training for about 15,000 public officers or workers, vocational training for some 5,500 disadvantaged persons, home and family life programs to help alleviate the effects of poverty for an estimated 38,000 citizens, and general information programs for an uncounted number of the public at large."[19]

Idaho mentions, in a report from the Division of Continuing Education to the Idaho State Board of Education, that noncredit enrollment in post-secondary education increased by one-third from 1971-72 academic year to 1972-73.[20]

Ohio's Board of Regents estimated in 1970 that about 250,000 people participated in publicly supported institutions in Ohio. More than 12,400 full-time equivalent students comprise this category. Other continuing education organizations are concerned mainly with noncredit courses and conference work attracting about 4,500 full-time equivalent students.[21]

Massachusetts reports that in the fall of 1972, 110,270 persons were enrolled in continuing and part-time programs in the major degree-granting institutions. Most of these enrollments, 90,931, were in continuing education or evening divisions as separate from part-time study in full-time programs.[22]

Although the above general description of what appears to be the national trend in the development of lifelong learning programs is revealing, a better perspective into the operational aspects may be seen by considering what individual states have done to promote continuing and adult education. In the previous descriptions, the emphasis was placed upon the form of coordination and responsibilities given to the important levels of organization. In several instances, specific recommendations of boards of regents, advisory councils, or special committees were quoted to underline the need for a comprehensive lifelong learning system. The reader is referred to Appendix D for data on selected statewide efforts.

CONCLUSIONS

Reviewing the efforts of many states in developing an operational statewide plan for lifelong learning has led to several revealing conclusions: (1) It was found that nearly all of the states acknowledged increasing interest and participation in continuing and adult education. Although several of the states contacted indicated that there was no official statewide coordination of continuing and adult education programs, most of them expressed the feeling that the need for coordination existed, and that some initial steps toward this goal had been taken. Among those states which have implemented or proposed lifelong learning systems, statewide organization is being accomplished most frequently through the establishment of a coordinating office at the state level, usually as a division of the agency for higher education. One thing is clear--most statewide efforts in this field are either undergoing drastic revision to meet the new trend of the adult learning society, or they are in the planning, or study stages. It is generally agreed that a state plan is critical to the success of a coordinated, efficient and accountable approach to publicly supported adult lifelong learning activity. (2) Regional centers have proven to be extremely effective in coordinating the educational resources in a particular area. They also function as an information bank to collect program data and help eliminate unnecessary duplication of educational offerings. A regional network has also facilitated consortial arrangements between institutions. Consortia have been very effective in promoting programs of high quality, as well as increasing the efficiency of individual institutions. (3) Another finding, which has also been discussed in the appendix of this report, is that nontraditional approaches to degree work

have been widespread. Experimentation in the many types of individual study has proliferated throughout the country and has been accepted by many states as a valid form of learning. (4) More and more states are beginning to realize that publicly supported institutions do not and cannot provide the total realm of educational offerings required in a dynamic society. The contribution to lifelong learning of institutions in the educational "periphery" is increasingly recognized and accepted. These institutions have even been included in the master plans of some states. (5) Lastly, the financing of lifelong learning has been identified by most states as perhaps the greatest problem to be confronted in developing a comprehensive postsecondary education system. Appeals for state support of administration and instruction are being made by many higher education agencies across the country. These appeals are based upon the belief that public institutions are obligated to provide lifelong learning opportunities for those persons who support the institutions.

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CHAPTER V

RECOMMENDATIONS

The recommendations which follow were developed on the basis of the research project. Some of them can be tied directly back to preceding chapters in this report. Others were developed as logical derivations from the research findings, though their specific origin cannot be directly tied back to research conclusions. These were formulated by the project director as a result of the general knowledge and insights acquired in the project. They are essential to the effective implementation of expanded continuing education efforts in colleges and universities across the nation.

RECOMMENDATION:

> State legislatures should enact legislation which adds the continuing education of adults to the required role of public institutions of higher education, and which requires that public institutions of higher education adopt workable policies of adult continuing education.

RATIONALE:

Such laws would force institutions to reassess their goals and missions to include adult learners. Without such a legislative mandate, some institutions might continue to ignore the learning needs of adult citizens and thereby hinder the economic, social, political and cultural development of the respective states as a whole and individuals in particular.

RECOMMENDATION:

Cost studies and program reporting procedures should be developed to determine the most effective way to fund continuing higher education in the respective states.

RATIONALE:

Many approaches are now used across the nation for the support of continuing education. Formula funding on the basis of contact hours, CEUs, equivalent credit hours, etc., are alternatives. Block line items are also possible, but weaknesses in this system are inherent. At any rate, as soon as possible, systems should be developed whereby institutions could be funded on the magnitude and quality of their efforts in a standard fashion so that accountable statewide and institutional budgeting could be accomplished.

RECOMMENDATION:

States should immediately fund the administrative and developmental components of continuing education within colleges and universities where such is not now funded.

RATIONALE:

Discussions with administrators of various institutions revealed that they were presently trying to expand their continuing educational offerings, but were thwarted in their attempts because of lack of resources. Many college heads indicate that if they could designate one person to handle only continuing education, the programs would grow tremendously. Another point of concern was voiced regarding the changing licensing requirements in some professions. Rapid advances in technology and medicine are causing professional societies to place greater emphasis than ever on relearning to keep abreast of the field. This, in turn, throws the majority of the burden upon universities and colleges to provide the educational updating.

Finally, the concept that public education is for the young is no longer viable. More adults participate in lifelong learning than youth in college studies. Since these adult learners are taxpayers more so than the youth, it would seem that these adults are entitled to the benefits of state support of continuing education. State investment in adult human capital is essential to the individual and common good.

RECOMMENDATION:

States should develop criteria and guidelines for programs of continuing education in order to ensure fiscal accountability and quality control.

RATIONALE:

Programs in this field are often varied and do not follow traditional instructional patterns. For these reasons, some measures of fiscal accountability and quality control should be developed. This would guarantee that the learner would get what he desires and the public's money would be well spent. The development of these guidelines should be vested in a statewide office as appropriate to the higher education structure of the respective states.

RECOMMENDATION:

The Continuing Education Unit (CEU) should be adopted by all institutions of higher education.

RATIONALE:

A personal record of lifelong learning experiences is a valuable document for several reasons. Perhaps the most important one is in evaluating an individual's qualifications for occupational advancement, and so documenting his efforts at improving his qualifications. In addition, if an individual ever desires to engage in formal study toward a certificate or degree, his CEU transcript could provide a means by which advanced placement

might be assessed. The institutions themselves would benefit by having standard records of their total efforts in providing lifelong learning. These records could be the basis of state support for continuing education programs and documentary evidence of total state effort in adult education.

RECOMMENDATION:

Publicly supported education is not the only vehicle for advancing educational attainment. Therefore, programs offered in the community by private and civic groups should be recognized as being valuable inputs to lifelong learning. States should adopt guidelines for recognition of learning achievements outside the sphere of the traditional academic community as applicable.

RATIONALE:

The field of adult learning has become so vast and complex that there is no way the state can play the entire role. Therefore, recognition of non-public programsis essential, and institutions should accept learning activities from structured programs in the private sector. The product of adult education should be recognized as more important than the process.

RECOMMENDATION:

Since many states have community colleges, senior colleges, universities and technical institutes under their jurisdiction, states should attempt to delineate broad roles for these different levels of institutions where more than one exists in given locales. In addition, regional councils of chief administrators should be mandated as a condition of state support for continuing education.

RATIONALE:

The use of the councils would help to eliminate needless duplication of instructional programs and public service and provide a basis for ensuring that the total needs of the community are met. Needless program competition in the utilization of public funds would be avoided. Citizens would likely be less confused if there were coordinated regional approaches.

It would be the function of these councils to determine the local roles of each public institution within broad guidelines set by the appropriate statewide administrative structure where such exists.

RECOMMENDATION:

> Institutions should be encouraged to work together in program offerings and to accept courses of study in continuing education from other institutions as if taken at the accepting institution. In addition to exchanging course offerings in adult programs, faculty should be exchanged for specific purposes as well.

RATIONALE:

Adult education is a complex and variable field. No single institution can be expected to have all the expertise to satisfy all adult needs. Therefore, in adult General Studies Degree programs and in certificate programs, students should be allowed to take courses at other institutions that match their educational objectives. Relevance is the key to success of adult programs. Cross-institutional program acceptance and faculty exchange enhance this factor.

RECOMMENDATION:

> Information banks should be developed at least at the regional level to assimilate program offerings and service capabilities and assist persons in locating courses of their interest. Some public funds should be provided for their support.

RATIONALE:

The growing emphasis in lifelong learning has prompted a proliferation of educational programs from all segments of society, both traditional and nontraditional. Existing sources of educational facilities and programs include: colleges and universities, vocational schools, community colleges, YMCAs, YWCAs, libraries, community centers, employers, etc. These, along with courses delivered through mass media,

comprise a considerable number and variety of offerings. This is especially so in urban areas where many or all of the different forms of education may be found.

To encourage and facilitate the adult learner to participate in continuing education, urban information centers are needed. These would maintain up-to-date cross-reference records of the location of course offerings, as well as information about what programs each institution has available. Advising and counseling would be an important part of the operation of these facilities. Such information banks should also include data on institutional public service programs and capabilities.

RECOMMENDATION:

States should recognize the concept of independent study and financial support be given to colleges and universities for this type of program.

RATIONALE:

Many adults cannot participate in regularly scheduled activities. Some mechanism should be encouraged to assist these learners in their pursuits. Examples of some alternatives include: independent study programs such as the Open University, the University Without Walls, instruction via television, corresponding courses, experiential learning, credit by examination, etc. States must develop a frame of mind where they look at the product of education as well as the process. The end is more important than the means. Such programs should include certificate programs, credit and non-credit courses and degree programs. Cost studies on independent study should be immediately undertaken to determine a justifiable line of support.

RECOMMENDATION:

While much of adult education is non-credit, new degree programs in general or liberal studies should be recognized by the states and furded on regular resident credit rates.

RATIONALE:

Many adults wish to gain college degrees in areas of general knowledge without specific purposes. These needs should be recognized and met. They are legitimate educational objectives.

RECOMMENDATION:

Four-year institutions should be allowed and encouraged to offer two-year terminal programs for adults.

RATIONALE:

Adults engaged in learning activities do so for specific purposes and usually know exactly what they want. In addition, since their educational motive is often immediate, they desire certified competency in specific areas quickly. Therefore, two-year degree programs (and even shorter certificate programs) are highly desired. Often the four-year institution has the expertise for these very specialized programs but cannot or do not offer them. If institutions are serious in their commitment to adult learners, the "sacredness" of only four-year undergraduate programs must begin to give way.

RECOMMENDATION:

Each college or university should have a central administrator for continuing education and community service.

RATIONALE:

Coordination and direction of continuing education and community service programs within an institution are necessary for an effective and efficient institutional contribution to lifelong learning and public

service. It should be left up to the individual institution how the organization for continuing education and community service would be defined. Ideally, the administrator should report directly to the President (Chancellor) or alternatively to the Chief Academic Officer. He/she should have full responsibility for all adult activities and community service in a facilitative and coordinative role. Programs should be decentralized to the appropriate institutional unit or department.

RECOMMENDATION:

The colleges and universities which provide programs of continuing education should have at least one institutional advisory committee of community persons to help ensure relevance and flexibility.

RATIONALE:

The needs of the adult learner are so complex, diverse, and changing that it would be easy for institutions to get off to a good start but soon become stale or out-of-touch. The self-support concept in continuing education has helped to minimize this, but as more and more state support is rendered, there is a greater and greater danger of institutional isolation from the community.

RECOMMENDATION:

Higher education public and community service, especially in metropolitan areas, should be a viable activity by providing expertise in the solution of community problems. A close relationship should also be maintained with the professional community to enable the institutions of higher education to act as both sources and facilitators for disseminating the most current knowledge.

RATIONALE:

Urban areas are the hub of societal change and evolution. This places the urban institution of higher education in an ideal position to have a tremendous impact on social development. Just as the state is obliged to the public institution to provide support for the educational activities, the institution is obliged to offer advisory assistance in the interest of the community.

RECOMMENDATION:

Existing higher education institutions should be encouraged to conduct adult learning activities beyond the walls of their campuses and in the communities where the adults live, work, and function.

RATIONALE:

For lifelong learning to become and remain relevant to the individual, consideration must be given to his day-to-day life style and environment. So often the needs of the adult learner can best be met by delivering education to the individual in his community rather than removing him to the isolation of the campus. By recognizing the wealth of potential educational resources within a community, the institution of higher education has a prime opportunity to lead the way in prompting lifelong learning. It should therefore be encouraged, through funding as well as cooperation from the community, to become involved in off-campus programs. The concept of the "community as campus" is important in the field of continuing education and community service.

The concept of an urban university taking education to the community has been explored in several places. The "Unicenter," for example, has been planned for Rhode Island. Indiana has identified ten institutions within the state as "Communiversities." "University Action Centers" have been envisioned in Illinois. Many times the use of existing public and private facilities are available resources.

RECOMMENDATION:

Extension courses for credit should be of the same quality and transferability as the same courses offered as part of the regular instructional program.

RATIONALE:

In order for educational institutions to encourage and support the individual's need to retrain and relearn to keep abreast of the changing society, it is necessary to eliminate the "second-rate" stigma associated with continuing education. It is perhaps unrealistic to expect the distinction between extension or nontraditional education and formal resident education to disappear entirely overnight. Instructional areas, however, which can be delivered through off-campus extension and media are deserving of the same quality as those offered on campus.

RECOMMENDATION:

An open admissions policy should be established at colleges and universities for those adults who do not desire a degree, but wish to enroll in a regular credit course. For the more popular courses, this could either be by concurrent enrollment or special sections. If the student desires, the credits normally awarded could be held in escrow until the student is admitted to full matriculation.

RATIONALE:

Open admissions policies are not a new concept in colleges and universities. A number of institutions across the country have found that increasing the accessibility to regular courses also increases the success of the program. A policy of this nature is in line with the greater desire for mature students to design their own education to fulfill their particular needs and aspirations. Although credentials are still very important in an increasingly more educated society, there is a dramatic shifting in the form these credentials are taking. More and more adults are expressing a greater desire to receive credit or certification for successfully completing a course or program in a specific field of study, rather than to engage in a formal degree program. The concept of credit only for degree is becoming less valid.

Colleges and universities could benefit tremendously by more efficient utilization of their facilities especially where declining regular enrollments are seen. One way this could be accomplished is by opening the school to more students in order to fill empty seats in classes. This would serve the double purpose of bringing more money to the school as well as providing adults who desire only knowledge and no degree credit the opportunity to participate. It is entirely probable that the class as a whole would benefit also, since the "special student" might bring with him experiential knowledge of the subject of great value to the other students. While many difficulties and resistances would be encountered by this approach, the benefits to individuals and society warrant serious consideration. This procedure also tends to cause fewer duplications in offerings between continuing education courses and regular resident courses because regular resident courses serve a dual purpose.

RECOMMENDATION:

A. Universities should expand their criteria for faculty hiring, embodying in that expansion components that will ensure the employment of a greater percentage of faculty familiar with, concerned about, and capable of participating in lifelong educational activities and community service.

B. The faculty reward system should be reassessed to bring about equality of status between teaching regular day courses and teaching continuing education or extension courses.

RATIONALE:

Earlier discussion has demonstrated that trends in postsecondary education are undergoing severe changes. As decreasing numbers of young persons move into the college age group because of reduced birth rates, and since more students are opting for nontraditional programs, higher

education is being forced to reconsider its purpose and function. Increasing emphasis is being placed upon extension programs and lifelong learning. This shifting of emphasis necessitates a re-evaluation of not only methods of instruction, but of instructors as well. By encouraging faculty interest and involvement in the concept of lifelong learning, the university is taking an important step toward remaining a vital institution in a dynamic society.

RECOMMENDATION:

Appropriate administrative and counseling services of a university or college should be available in the evenings and on weekends to accommodate the part-time or non-matriculating student. There should be no distinction made between the services offered on-campus to the full-time traditional student and those available to a non-traditional student.

RATIONALE:

Adults involved in relearning and retraining while maintaining a full-time job have special problems of their own which are equally as important as those of the full-time resident student. The problems of not being able to buy a book during regular campus business hours, unfamiliarity with location of campus facilities, or lack of a place to study are just a few to be considered in meeting the needs of the lifelong learner. Since the nontraditional student often pays the same fees, if not more than the matriculating resident student, he/she is entitled to the same services.

RECOMMENDATION:

Institutions which discover enough interest in a subject to warrant quite an extensive program of non-credit offerings in the subject should be encouraged to award certificates for completion of designated "blocks."

RATIONALE:

Urban areas are particularly likely to have many persons interested enough to require several levels of a certain subject. As the program evolves, it is probable that some of the same students will appear in the different levels. Individuals who engage in lifelong learning, especially taking courses in their field or occupation, often accumulate a considerable number of contact hours in a particular subject. A system should be designed to reward those nontraditional students who are motivated enough to complete a specified curriculum.

RECOMMENDATION:

Institutions of higher education must accept the challenge of providing lifelong learning to disadvantaged adult learners who have been traditionally forgotten or even excluded from the mainstream of higher education such as those within minority groups.

RATIONALE:

The educational problems of disadvantaged adults pose unique challenges which the expertise within higher education is equipped to handle. New instructional techniques and methods should be developed and applied in these learning situations. In addition, the psychological uplift a disadvantaged person achieves when he attends a college or university based program is often the spark that ignites a new awareness and commitment to personal, social, and economic development.

RECOMMENDATION:

The current types of student financial aid should be made available to the nontraditional student on an equal basis, regardless of whether he is engaged in a degree program or a non-credit lifelong learning program. New, more relevant adult financial aid systems should also be developed.

RATIONALE:

Discrimination of financial aid to the non-traditional student has been a major barrier to the process of lifelong learning. The assumption seems to be that if a person holds a full-time job, he should be able to afford to continue his education whenever he wishes. Unfortunately, the total cost of a particular educational endeavor involves more than the tuition and fees. Several other factors often compound the total student cost. Among these might be transportation, child care, books or materials, and time away from the job. Any combination of these can be a deterrent to an individual seeking to upgrade or update his education, or merely obtain a postsecondary education through non-traditional channels.

By realizing the necessity of lifelong learning, acknowledging the benefits of this to society, and understanding the needs of adult learners, nondiscriminatory financial assistance becomes an important aspect of a lifetime of learning. It is essential that the opportunity to pursue lifelong education be available to every adult regardless of his socioeconomic status. Very often it is the adult who cannot afford adult higher education who needs it the most. A student aid fund built from program revenue is recommended.

RECOMMENDATION:

Institutions of higher education which offer programs of lifelong learning should consider the feasibility of child care programs for the children of adult learners.

RATIONALE:

One of the barriers to participation by adults in lifelong learning is the care of children during educational activities. Mothers are restricted during the day from attending programs while father is at work and both parents have problems in evening and weekend enrollments. Some institutions are responding by providing child care services, often using students through

some type of part-time employment or student assistance program. This concept has considerable merit and should be explored by higher education institutions who have active continuing education programs.

RECOMMENDATION:

Institutions of higher education should vigorously expand the use of both traditional and non-traditional students in the fulfillment of their community service roles.

RATIONALE:

One of the most valuable resources a college or university has is its students. They are often highly motivated to participate in real life experiences in supplementing their formal educational efforts. Many times participation in public service by students can serve as part of the formal educational process or can simply be achieved by calling for volunteers (paid or non-paid) to work on pressing community issues. This approach expands the institution's capability to respond and gives the student a chance to apply what he is learning and/or to explore career alternatives. The overwhelming success of the Joint Educational Project of the University of Southern California is one of the finest examples of the use of students in community affairs. This project proves that institutions can effectively use students; that departments and faculty will accept community service on the part of students as legitimate to the formal educational process; and that many students desire such civic involvement and, in fact, excel in such activities. The institution, the student and the community all benefit from this approach and the cost of operating such activities can be very low as evidenced by the USC project. The USC effort started a couple years ago as a project and now has achieved permanent status at the institution.

APPENDIX A

STATISTICAL DATA
ON PROJECT METHODS

	STUDY I (1973-74) Continuing Education	STUDY II (1974-75) Community Service	Totals
Institutions			
Mailouts			
# of institutions contacted	350 (urban only)	397 (cross-section of institutions with 3,000+ enrollment)	747
# of institutions appearing in both studies	140		
% overlap	18.7%		
# of different institutions contacted (747 - 140)			607
Responses			
# of institutions responding	193	279	472
% response	55.1%	70.3%	
# of institutions appearing in both studies	55		
% overlap	11.7%		
# of different institutions responding (472 - 55)			417
% different institutions responding (417 of 607)			68.7%
# of useable responses	168	245	413
% useable response of respondents	87.1%	87.8%	
# of useable responses appearing in both studies	43		
% overlap	10.4%		
# of different useable institutions (413 - 43)			370
Individuals (selected active persons identified from institutional responses of Study II)			
Mailout			
# of individuals contacted		184	
Responses			
# of individuals responding		98	
% response		53.3%	
# of useable responses		91	
% useable response of respondents		92.9%	
State Higher Education Boards, Offices, Commissions, etc. (Study I)			
# of states contacted (mail, phone, personal visit)	48		
# of states responding	47		

APPENDIX B

CONTINUING EDUCATION CATEGORY
DEFINITIONS AND COMMUNITY SERVICE
CATEGORY DEFINITIONS AS USED IN THIS PROJECT

CONTINUING EDUCATION CLASSIFICATION SYSTEM*

Problems and Issues of Society

Types of Programs: Health and Safety, Human Relations and Communications, Education, Government, Business, Law and Law Enforcement, Community Development, Aging, Social Change, Environment, and Agriculture and Food Production.

Personal Interest

Types of Programs: Leisure Time Activities, Cultural Enrichment, Expanding Knowledge about the World and Its People, and Civic and Economic Understanding.

Skills and/or Knowledge for Occupational Improvement

Types of Programs: The Professions, Business and Industry, Government, Education, Law and Law Enforcement, Clerical, Trades and Technologies, Agriculture and Food Production, and Social Services.

Intellectual Skills Development

Types of Programs: Reading, Writing, Language, Mathematics, Critical and Creative Thinking, and Listening.

Personal Life Problems and Demands

Types of Programs: Finance, Foods and Nutrition, Family Living, Child Development, Health and Safety, Personal Assessment, and Consumer Understanding.

*Developed by the University of Georgia System.

COMMUNITY SERVICE CATEGORY DEFINITIONS*

Educational Services

Those services both instructional and supportive in nature that foster the general educational development of individuals and groups.

Examples: (a) recruitment of students and related support services; (b) administration of noninstitutional exams (GED, government service exams); (c) tutoring programs (especially for disadvantaged children); and (d) special types of lifelong education programs that have a specific service function.

Health Services

Those services which relate to the health needs of community residents.

Examples: (a) medical care; (b) dental care; (c) speech and hearing clinic services; psychological clinic services; and (d) meals for elderly/poor.

Family Services

Those services which relate to the needs of families and their problems.

Examples: (a) field social workers; and (b) family counseling.

Physical Education Recreation Services

Those services that relate to or provide physical education to the community.

Examples: (a) community use of institutional gym facilities; and (b) instructional programs in athletics/sports.

Nonphysical Education Recreation Services

Those services that provide entertainment information or programs to community residents.

Examples: (a) art exhibits and planatarium tours; (b) short lectures on topics of interest, such as nature and travel; and (c) concerts, plays, etc.

Legal Services

Those services that provide legal assistance to attorneys or individuals in need of legal assistance.

Examples: (a) assisting public defenders; (b) assisting indigent clients with civil and criminal appeals; and (c) legal research.

Information Services

Those services through which the institution provides specific needed information to the community and related clearinghouse functions.

Examples: (a) publications listing governmental services (typically for senior citizens); and (b) informational printouts from computer.

Technical Assistance

Those services which bring technical advisement on specific problems to community groups or individuals.

Examples: (a) program planning, design and development; and (b) extension services.

Applied Research

Those services which provide pragmatic problem-solving research to various groups and agencies.

Examples: (a) identification of community needs; (b) evaluation of programs; and (c) problems of a specific nature for a given community/agency.

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*Developed by the Center for Human Resources, University of Houston.

Community and Civic Affairs

Those services through which the institution provides expertise toward solving community problems or improving the quality of life.

Examples: (a) work with local or state government; (b) job placement referrals for community residents; and (c) referrals of community volunteers to agencies in need of their services.

Other

Those services of a nature which are too diverse to be otherwise classified.

Examples: (a) special projects; (b) community use of unspecified institutional facilities; and (c) miscellaneous.

APPENDIX C

A SAMPLE OF
REPRESENTATIVE COURSE OFFERINGS IN
CONTINUING ADULT EDUCATION

NOTE: In order to better understand the range in areas of interest to adult learners, a sample of course titles is presented. These are actual courses offered in urban institutions. Naturally, this list is not intended to be exhaustive, but to exemplify the diverse subjects which attract lifelong learners.

REPRESENTATIVE COURSE OFFERINGS IN CATEGORY #1

PROBLEMS AND ISSUES IN SOCIETY

History: Yesterday, Today and Tomorrow
Moral Dynamics of Public Opinion
The Nature of Man
Major Living Religions of the World
Counseling Minorities
Black America: Has Anything Really Changed?
Modern Woman and Her Discontents
Women in the American Past
Law and the Layman
Juvenile Crime
Property Law for the Citizen
Law and the Urban Society
Problems in Metropolitan Transportation
Urban Planning: A Rational Approach to the Future of Cities
The Urban Jail
Urbanism: Problems and Responses
You and Your Government
The Roots of War and the Foundations of Peace
The Growing Presidency and the Erosion of Congressional Power
Fundamentals of Political Science
A First Course in Demagogues, Rogues, Scoundrels and Political Highwaymen
The Path to Public Office: How to Run for Public Office and Win
Drug Education: A Social Seminar
The Generation Gap and Political Change
Alienated Man in Today's Society
Values and the Formation of Public Opinion
Moral Ideals in Perspective
Man - A Study in Good and Evil
Concerning Civil Rights
Ethnic Politics in America
Journey Into Blackness
Indian Outreach Program
The Jewish American: Search for Identity
Women in Political Action
Legal Rights of Women
Is Law Dead?
The Criminal and the Courts: Today's Problems and Tomorrow's Future
Power and Politics in the Urban Area
Dilemma of American Cities
An Historical Development of the City
Life in the Urban Environment
Problems of the Ghetto and City Politics
American Diplomacy from 1890
The Defense Budget: How Much Is Enough?
Practical Guide for Citizens' Politics
American Right-Wing and Left-Wing Movements
Municipal Electoral System
Training for Poll Watchers and Election Day Judges
The New Politics of Youth
Realities of Alcohol and Drug Abuse
Drug Addiction in Young Adults
Drug Use and Abuse: Significance and Characteristics

Category #1

Surviving the Seventies
Prison Reform
The Violent Consumer
Man and His Environment
Ecology of the United States
Noise Evaluation and Control
Social Implications of Science and Technology
Computers and Man
The Community College: Action Mover
Beyond the Campus - Continuing Education
School Desegregation and Busing: Two Views
Community Planning and Zoning Seminar
America and Its Discontents
Electronic Surveillance and the Citizen's Right to Privacy
Current Events - Watergate and the Future of American Politics
Controlling the Shoplifter
Why is Ralph Nader Relevant?
Popular Culture in America
The Youth Culture and the Counter-Culture: A Course for People Over Thirty
Dilemmas of the Postwar Individual
World Affairs in the Post-Watergate Era
Forces for World Community
Dynamics of Social Functioning
Background of Current International Events
China Today: Tradition and Change
The Emergence of Communist China
African Traditional Political Philosophy
The Triangle of Power: China, Russia and America
Quest for an Open Society: Feelings, Theories and Prospects
Housing for the Elderly
The Communication Hang-up
Inflation in America - An Explanation
Earth, Space and You
The Revolution Against Science
Controlling Chemical Hazards
Technology and Humanity - Incompatible Adversaries?
The Campus and the Community: Partners or Protagonists?
The Community College - The Innovation of Higher Education
Urban Education and the Mexican American
The Schools in American Society
The Community as a Social System
Day Care: Purpose, Standards and Functions
Freedom of the Press
Watergate, Southeast Asia and the Environment: Alternative Life Styles
Beyond Innocence: Literary Responses to Twentieth Century America
An Age of Unreason?
The Repressive Society
A Study in Honesty, Cult and Culture
Historical Perspectives on the Contemporary Scene
Contemporary American Political Problems
The Energy Crisis and Watergate: Impact on Current American Life
Community Arts - New Survival Techniques
Today's World Headlines: An In-Depth Interpretation
The United Nations and International Affairs
Contemporary Asian Life Styles
Major Events in World Affairs
Marriage and Family Systems in Africa
Psychology of International Relations
Arctic and Antarctic: Land and Life at the Ends of the Earth

Category #1

Changes in Established Religions
Rise and Fall of Civilizations
The Policeman, the Suspect and the Bill of Rights
The Humanist and Contemporary Society
Marriage in Search of a Future: Alternative Life Styles
Great Philosphies of the Twentieth Century
A Friendly-Critical View of Mass Culture
Anthropology of Law and Order
Man and Society
Land and the American Dream
An Analysis of Western Culture
America and the Future of Man
1984 Is Only Ten Years Away
The Shock of the Future

REPRESENTATIVE COURSE OFFERINGS IN CATEGORY #2

PERSONAL INTEREST

Sports, Exercise and Physical Fitness, Dance

Examples:

- Understanding Football and Basketball
- Swimming for Babies
- Basic Mountaineering
- Scuba Diving
- Slimnastics
- Body Dynamics for Senior Citizens
- Dance as a Contemporary Art Form
- Fencing
- Tennis Workshop
- Introduction to Flying
- Cross-Country Skiing and Winter Camping
- The Flabby Generation: Critical Needs for Athletic Programming
- Learn to Massage
- Folk Dancing

Creative and Performing Arts

Examples:

- Children's Acting Workshop
- North American Indian Arts and Crafts
- Antique Jewelry
- Decoupage
- Wood Carving and Driftwood Arrangements
- Photography
- Sketching and Drawing
- Macrame
- Masterpieces of Art
- Flower Arranging
- Enjoying the Orchestra: The Perceptive Concertgoer
- Rock, Soul and Mod Music
- Woodwind Maintenance
- Interior Decorating and Design
- Caricaturing and Cartooning: Critics in a Culture
- Issues and Artists
- Bottle Collecting and Restoring
- Art for the European Traveler
- Social Concern and the Photographer
- Darkroom and Color Photography
- Printmaking
- Creative Rugmaking and Stitchery
- Candlemaking
- Gardening and Landscaping
- Learning to Read Music
- Appreciating Contemporary Music
- Folk Guitar

Communication Skills

Examples:

- Voice and Diction
- Effective Speaking and Leadership
- Creative Writing
- Fiction Writing
- Writers' Workshop
- Effective Listening
- Nonverbal Communication
- Improve Your Image for Personal and Career Advancement
- A Reading Course for Writers

Category #2

Homemaking; Home and Automobile Maintenance

Examples:

- Nutrition: Sense and Nonsense
- Great Cheeses of the World
- Basics of Alterations and Tailoring
- Refinishing Furniture
- Fundamentals of Electronics
- Know Your Automobile
- Brick and Block Laying
- Gourmet Cooking
- Wine Tasting
- Metrication: Adjusting to the Metric System
- How to Rid Your Home of Household Pests
- Making Home Repairs
- Automechanics for Women

Personal Enrichment

Examples:

- Parapsychology: E.S.P. and Related Phenomena
- The Art and Science of Yoga
- Learn to Relax
- The Dynamics of Helping Relationships
- Psychology of Assertive Behavior: Overcoming Shyness
- The Method of Zen
- Transcendental Meditation
- Understanding Psychic Phenomena
- Helping People in a Crisis
- Taking Leave of Broken Relationships
- Coping with Success in the Adult Years

Studies in Religion, Science, Literature, Language

Examples:

- The Human Side of Biblical Characters
- Biblical Archaeology: The Apocrypha
- Celestial Navigation
- Philosophical Issues in Literature
- Books and the Pre-School Child
- Conversational Languages
- Biblical Archaeology: No Other Gods Before Me
- Creation or Evolution
- Introduction to Oceanography
- Field Biology
- Contemporary Thought and Writing
- Utopias: Visions or Stories
- The Elusive American
- Private Men-Public Image

Miscellaneous Courses

Examples:

- Defensive Driving - Driver Education
- Graphology
- Horse Management
- Genealogy and Family History
- Sex, Aging and Pornography
- Dog Obedience

REPRESENTATIVE COURSE OFFERINGS IN CATEGORY #3

SKILLS AND/OR KNOWLEDGE FOR OCCUPATIONAL IMPROVEMENT

Programs and/or Review Courses for Certificate Awards in Such Specialized Fields as:

- Broadcasting
- Data Processing
- Finance and Accounting
- Foremanship and Supervision
- Mechanical Design
- Nursing Home Administration
- Production Management
- Salesmanship and Marketing
- Construction Contracting
- Electrical and Electronic Technology
- Industrial Plant Technology
- Metallurgy and Metals Technology
- Plastics Technology
- Purchasing
- Secretarial Skills

Topics in Public Education, Including:

- Teacher Training Workshops
- Workshops in Counseling Practices for School Nurses
- Education of the Culturally Deprived
- The Free School, the Open Classroom, and the Alternatives to Traditional Education
- Integration: Evolution of National Policy
- Busing - Educational Dilemma
- Child Care Assistance Programs
- Proseminars in School Administration
- Educational Diagnostic - A Consulting Service
- Montessori: The Philosophy and the Method
- Controversies in Intelligence: Heredity and Environment
- Value Cleavages in American Society - Emergent versus Traditional
- The Teaching Profession and Performance Contracts

Additional Courses for Professional or Occupational Enrichment:

- Business Economics
- How to Build a Career
- Short Courses for the Professions
- Labor Education Programs
- How to Operate and Manage a Small Business
- Your Own Organization - Becoming an Entrepreneur
- Courses for Small Businessmen
- Acupuncture for Dentists
- Workshops in Medical Technology
- Courses for Men and Women in Industry
- Human Behavior in Business and Industry
- Application of Transactional Analysis to Business, Industry, School
- Efficiency Clues for Small Businesses
- Medical Terminology
- Extensive Seminars in Dentistry
- Workshops in Allied Health Fields

Category #3

Programs for Ophthalmic-Optometric Assistants
Programs for Commercial Artists
Principles of Business Writing
Writing for Film and Television
Simulated Collective Bargaining and the Management of Conflict
Supervisory Management
Industrial Psychology
Travel Agency Techniques
Airline Agency Procedures
Technical Analysis of Stock Market and Stock Trends
Real Estate Institute Program
Paralegal Training
Advertising, Sales Promotion and Public Relations
Computer Systems Analysis and Design
Technical Market Analysis
News and Broadcasting as a Career
Court Reporting
Business Communications
The New Journalism
Principles of Graphic Arts
Management by Objectives: Principles of Supervision
Managerial Psychology
Management Information Systems
Organizational Development Workshop: Myths and Realities
Creative Problem Analysis and Decision-Making
Fundamentals of Investing
Investing in Real Estate and Land
Paraprofessional Training Programs
Risks, Choices, Options for Career Women
Discussion Forum for Executives
Basic and Intermediate Accounting
Innovative Selling Methods

REPRESENTATIVE COURSE OFFERINGS IN CATEGORY #4

INTELLECTUAL SKILLS DEVELOPMENT

Courses in Basic Education for Adults
Preparation for College Level Examination Program Testing
How-to-Study Laboratory
Preparing for the Metric System
Trigonometry Without Algebra
Mathematics: The Ideas and the Symbols
Basic Mathematical Concepts: Contemporary Emphasis
Introduction to Logical Thought
Developing Questioning Skills
General Basic Astronomy
The Physics of Sound
Lasers
Courses in Conversational and Written Languages
Existentialism
Phonics, Spelling and Grammar - Developing Communication Skills
Eight Weeks With Shakespeare: Hamlet
High School Equivalency: General Educational Development Degree Review
Laboratory in Learning Skills for Adults
Computer Concepts
Slide Rule and Its Uses
Accounting for the Nonaccountant
Everyday Mathematics for those Who Have Forgotten
Independent Study Courses in Calculus, Probability, and Random Processes
Games for all Reasons
A Model for Solving Problems
Modern Methods of Chemical Analysis
Intellectual and Language Development in the Small Child
Philosophical Concepts of time and Space
Developmental Reading
Speed Reading
The Literature of the Hidden God
American Literary Tradition and the Woman Writer

REPRESENTATIVE COURSE OFFERINGS IN CATEGORY #5

PERSONAL LIFE PROBLEMS AND DEMANDS

The Adult Experience: Myth and Reality
Creative Thinking
Psychology of Emotions
Dynamics of Human Behavior
Humanistic Psychology in Theory and Practice
Understanding the "I'm O.K. - You're O.K." Message
Transactional Analysis for the Woman Alone
Romantic Love: A New Interpretation
Communications Training for Couples
Experience in Self-Understanding: An Approach to Self-Exploration
Exploring New Horizons
Problem-Solving Clinic
Building Relationships with Others
Leadership Training
Human Potential Seminar
Developing New Life Styles and Talent Potentials in Adults
Developing the Open Family
Sex Roles: What Determines Them?
The Problems of Divorce
Psychological Aspects of Divorce
Women and Madness
Sexism and the American Woman
Women's Institution for Social Change
Growing Up Female
Women: Joy in Middle Years
Parent Effectiveness Training
Workshops in Child Behavior
The Mystery of Person
Applied Psychology of Men and Women - The Art of Happiness
Psychology of Personal Adjustment
Analysis of Interpersonal Behavior
Introduction of Transactional Analysis
Application of Transactional Analysis to the Home Environment
Transactional Analysis in Pairing: Establishing Intimate Relationships
Project Self-Exploration - Introduction to Transactional Analysis
Workshop in Personal Growth
Exploring Our Potentialities
Activation of Personal Resources and Strengths
Encounter Techniques and Workshops
Altered States of Consciousness
Sensory Awareness Lab
Psychodrama and Role-Playing Workshop
Man, Woman and Marriage - The Future
Understanding Sexuality
Mid-Life Alternatives for Over-Forty Males
Single Again
Women in Today's Society
The Woman Client in Psychotherapy
Psychology of Women: Facts, Fiction, Dilemmas and Quandries
Women: Potentials and Perspectives
Women: Processes in Self-Discovery
Childbirth Education
The Meaning of Adoption and Family Care

Category #5

Understanding Today's Adolescent: Psychological Approaches to Better Communication
Dreams and the Growth Process
Family Health and Relations
Home Nursing
Consumer Power: How to Strengthen Your Dollars in the Marketplace
Deeds, Wills and Contracts
Procreative Responsibility
Helping Children with Learning Disabilities
The Montessori Concept of Education
Retirement: How to Make It Financially Secure and Personally Rewarding
Aging in the Poets' Eyes
Aged in Drama
Prolongation and End of the Aging Process
Senior Citizens' Seminars in Recreation, Economics, and Psychology
Death and Dying: A Perspective
New Life Styles and Talent Potentials for Adults
Life Styles: Ways of Living
The Life Arc: Stages of Adult Growth
Today's Topics in Personal and Family Health
The Great Killers - Today's Major Health Problems
Family Economics and Financial Management
Consumer Economics and Nutrition
Human Sexuality
Personal and Social Development of Adult Retardates
Planning for the Later Years: How to Enjoy Your Retirement
Aging in Human Perspective
The Old in Primitive Cultures
Old Age in the Modern World
Fictional Treatment of the Old
Philosophers' and Essayists' Approaches to Old Age
Retirement and Aging
Needed Senior Power
Aging: Some Common Myths
Understanding Your Aged Parent

APPENDIX D

SOME SPECIFIC DATA FROM SELECTED STATEWIDE REPORTS

NOTE: Some of the information in this appendix may be superceded by more current reports not available to the author at the time of final writing. Data reported herein were collected as of the year 1973-74. Nevertheless, materials from these earlier reports may be beneficial to those in states where planning has just begun or is contemplated in the near future. It is further pointed out that California, New York, and Texas are very active in their research at this time. Many states not included for discussion in this appendix are also quite active in planning continuing education. States selected for discussion in this appendix are to be considered as examples and not an exhaustive list.

CONNECTICUT

The draft of a Master Plan for Higher Education in Connecticut was released in October, 1973. It contained recommendations and goals to be acted upon during the next five years. "The Plan reaches for the ideal--a balanced system of higher education that will fulfill every citizen's need for continuing education beyond high school."[1]

In order to approach this goal, the Commission for Higher Education recommends: (1) That the Subcommittee on Coordination and Planning, in conjunction with the Department of Education, develop better articulation between the continuing education programs offered by the colleges and those given by the high schools; (2) That the institutions in each of the six regions publish a common directory or catalog describing the continuing education courses available in all institutions within the region and indicating the transfer and degree credits that can be earned by successful completion of each course.[2]

A number of public and private institutions have joined to form the Connecticut Association for Continuing Education. The activities of the association are:

1. Collection and dissemination of information relative to extension offerings of member institutions;
2. Voluntary coordination of course offerings to avoid duplication:
3. Support for cooperative efforts to provide comprehensive course offerings statewide; and
4. Cooperation with other educational institutions and agencies to develop, coordinate, and strengthen extension programs.[3]

The major concern voiced in Connecticut's Master Plan is with degree or credit programs. Although one chapter discusses nontraditional approaches and the external degree, the emphasis is on improving alternatives for part-time students who are desirous of receiving credit applicable toward a degree.

FLORIDA

A policy statement of 1973 concerning Continuing Education and Public Service in Florida is quite descriptive and innovative. Currently, continuing education is coordinated by the Committee for Continuing Education, consisting of a member of the staff of the Board of Regents and the campus directors of continuing education at institutions throughout the state. This is actually a committee under the State University System Board of Regents.

In a paper describing the statutory basis for continuing education in Florida, the legislature proclaimed that the Board of Regents shall:

1. Develop a program of continuing education under such policies, rules and regulations as the board may promulgate from time to time to ensure the continuing development of this important program;

2. Appoint a coordinator of continuing education to be responsible to the chief executive officer of the board;

3. Continue to provide off-campus education programs of high quality throughout the state where there is a demonstrated and justified need;

4. Recognize continuing education programs both on- and off-campus as a normal function of universities in the university system; and

5. Provide for a plan of continuous review and evaluation of the statewide off-campus education programs.[4]

More specifically, the Board of Regents Office is responsible for studies of the systemwide operation, long range planning and projections,

periodic evaluation of existing programs, and research relating to continuing education and adult learning. The coordinative efforts of the Board of Regents would also involve:

1. The responsibility for meeting with the Campus Directors for Continuing Education on a regularly scheduled basis for discussion of policies and procedures which will allow more effective and coordinated systemwide programs;

2. The responsibility to approach institutions regarding the movement of unique institutional programs across geographic boundaries and the ability to designate institutional overlap where need warrants it;

3. The approval of any credit course offerings outside of designated geographic areas as determined and those courses which have not been approved as on-campus offerings for a particular institution;

4. The responsibility for a catalytic role in interinstitutional projects both credit and noncredit in nature; and

5. Reporting to the Florida Board of Regents through the Chancellor all credit and noncredit activity in the State University System on a regularly scheduled basis.[5]

Specific responsibilities at the university level include:

1. The development of a statement of institutional philosophy, goals, and objectives and a policy and procedures manual to accompany such a statement. Such a statement should clearly define the responsibility of the campus continuing education units for: budgeting, program planning, program structure, relationships with other administrative units, criteria for noncredit offerings, etc.;

2. The development of a table of organization for each institution to include units of continuing education;

3. Autonomy of credit offerings as approved by appropriate curriculum committees and/or included in campus catalogs (other than Directed Individual Studies) in a defined geographical area, and the responsibility for reporting such to the Board of Regents Office prior to the initiation of courses;

4. The responsibility for all publicity and promotion of both credit and noncredit programs;

5. The responsibility for the registration process;

6. The responsibility for issuance of transcripts;

7. The responsibility for library, audio-visual aids, and all other support services;

8. The responsibility for generation and implementation of grant and research requests within the continuing education area; and

9. The responsibility for submitting to the Board of Regents an annual report reflecting all credit and noncredit activity and appropriate fiscal data.[6]

The University System Director for Continuing Education and the Chancellor's staff concern themselves with central planning and coordination of the statewide program. Supervisory assistance is given to the continuing education divisions of each of the state universities in order to insure that the justified needs of the state are being met, and that there is no unnecessary duplication on the part of several universities. Operationally, the continuing education program is organized in a pattern of decentralized administration with centralized accountability.

GEORGIA

All public higher education in Georgia is under the direction of the Regents of the University System of Georgia. Continuing Education falls under the category of Public Service and is administered statewide through a Vice Chancellor for Public Service. Each institution in turn has its appropriate officer.

The system utilizes the Continuing Education Unit as proposed in Standard Nine of the Southern Association of Colleges and Schools. Centralized reporting and uniform utilization of the CEU has been effected throughout the System. The commitment in the State can best be summarized by the following excerpt from the "Policy Statement on Public Service in the University System of Georgia" (no date), issued by the Regents:

The University System has grown to twenty-seven institutions, consisting of a comprehensive system of junior colleges, senior colleges and universities. As this growth has taken place, continuing education and public service have emerged as an extension of the traditional on-campus learning process, available to adults wherever sufficient interest has been found. Individuals in all walks of life must keep themselves abreast of new knowledge and understand how it can be applied effectively in solving the many problems which they and their communities are encountering. Any system designed to achieve these objectives will be built around an aggressive continuing education program.

Historically, a combination of excellent natural resources has given Georgia a good competitive economic position among its sister states. It is, however, the people of the State who constitute the resource of greatest potential for future economic growth. The responsibility for developing this vast resource, largely undereducated and undertrained, lies primarily with Georgia's educational establishment. The programs of resident instruction, research, and continuing education and public service offered by the institutions of the University System provide the means by which development of these human resources can be accomplished. It is through programs of continuing education and public service, however, in cooperation with business, industry, the professions, and government at all levels, that great additional strides can be made.

Programs of public service and continuing education as these are being conducted in the University System of Georgia, cover a wide range of concerns and educational needs of individuals. They include such fields as science and technology, medicine and allied health fields, rural and urban problems, family life and nutrition, training of governmental officials, professional in-service training, the field of education, economic development, the utilization and conservation of natural resources, environmental control, to mention only a few. Institutions of higher education are becoming a major instrumentality through which our nation is attempting to deal with some of its most important and pressing problems.

The developments enumerated above are bringing into clear focus the responsibility of the University System, in not only providing the best possible educational experiences for young people, but also opportunities for continuing education for adults in all walks of life. To this end, the Board of Regents of the University System of Georgia is committed to an expanded program of continuing education within all units of the System, and to seek and provide resources necessary to accomplish the purposes explicit in carrying out this responsibility.

IDAHO

The state of Idaho supervises continuing education programs through the Division of Continuing Education within the State Board of Education. According to a report of October 10, 1973, very little coordination at the state level exists. The report recommends, "...that the best interests of the State of Idaho and the Continuing Education student would be better served through an institutional based program coordinated by an Associate Director for Continuing Education in the Office of Higher Education."[7]

Under a plan of Continuing Education that would be implemented in Idaho, the State Director's role would be:

1. To establish a systematic/coordinated procedure for approving and clearing all off-campus events. This system would provide for department, school and college review of all off-campus courses, as well as approval by the State Director. The review would include content, location, duration, fiscal feasibility of the course and instructor qualifications. Development of this procedure would include uniform fee rates and fairly standardized enrollment procedures;

2. To canvass systematically the state professional groups for educational needs;

3. To conduct a statewide survey or inventory of Community Service Continuing Education policies, programs, etc.;

4. To provide some assistance in budget preparation for general extension;

5. To help develop interinstitutional grant proposals affecting Continuing Education, such as Title I--Community Service Continuing Education;

6. To provide technical assistance to State institutions on policy and procedural items related to continuing education; and

7. To eliminate duplication of effort in off-campus offerings.[8]

The report of the Division of Continuing Education also recommends that "complete subsidization of the administration of each institution's Office of Continuing Education be provided through the general fund appropriation from the State Legislature." In conclusion, the report recommends that "the current statewide program be phased out July 1, 1974, whereupon it becomes operational at the institutional level."[9]

KANSAS

Kansas has conducted most of its continuing education programs under Title I. A report by the Division of Continuing Education at the University of Kansas--An Inventory of Community Service and Continuing Education Programs in Kansas Institutions of Higher Education 1970-71--documents a multitude of community service and continuing education programs being conducted by institutions of higher education in Kansas. Most of these programs were organized by individual departments within institutions with little institutional or statewide coordination. Community service and continuing education offices accounted for only one-fourth of the outreach service programs. Of those programs reported, over one-half of the funds came from federal sources. It appears that institutional initiative has surpassed statewide planning in delivering community services and continuing education. The report gives a summary of conclusions regarding outreach instructional programs in Kansas:

> Continuing education instructional programs had a low priority within the institutions of higher education in Kansas. Minimal intrainstitutional coordination of programs or designation of overall efforts existed among Regents' institutions through the offices of Statewide Academic Extension. There was little systematic coordination and information-sharing about programs among institutions. Outreach instructional programs were primarily aimed at making institutional resources available to the public for upgrading skills and professional competencies.

Outreach instructional programming showed an absence of philosophical and structural commitment to continuing education and community service. The scope of instructional programs was quite diverse in both credit and noncredit activities. Many segments of the Kansas population were not adequately served by the continuing education programs. The methods of instruction were almost entirely traditional in nature. Cooperative programs among institutions and with other organizations were being developed, and a cooperative philosophy appeared to be gaining strength. Funding for outreach instructional programs was inadequate. Most outreach instructional programs were evaluated by students. The need (demand) for outreach instructional activities was increasing and likely will continue to grow in the future. Some type of coordination of outreach instructional programs was generally thought to be desirable among the institutions of higher education in Kansas.[10]

The special report to the state education commission recommends that:

1. The role and mission of each institution be clarified regarding continuing education and community service;

2. Continuing education and community service be integrated into the bonafide structure of each institution;

3. All institutions with commitment to continuing education and community service programs establish a continuing financial support base to ensure program development and continuity;

4. On-campus coordinator(s) be established at each institution whose prime responsibilities are continuing education and community service;

5. A continuing education/community service faculty and staff reward system be implemented which is comparable to that of other regular on-campus faculty and staff;

6. A system of record keeping procedures be adopted to facilitate coordination of resources and reporting;

7. The development of programs be based upon surveyed community need;

8. Various methods of instruction be examined for their appropriateness to the needs of adult learners;

9. A comprehensive systematic evaluation procedure be established based on program objectives; and

10. An organization of Kansas institutions of higher education be developed to foster community service/ continuing education coordination.[11]

MASSACHUSETTS

An effort is being made in Massachusetts at the present time to develop a plan for the "alternative postsecondary education system." A summary report and recommendations by the University Consultants Inc. for the Massachusetts Advisory Council on Education lays the groundwork for such a plan.

The first recommendation of the report emphasizes the importance of nontraditional postsecondary education:

> The Commonwealth should recognize that: it has a valuable educational resource in the existing system of continuing and part-time postsecondary education; that this particular system's characteristics are more suited to adult population needs and more consistent with recommended contemporary educational reform than the traditional full-time-day-higher education system; and that therefore the autonomy and independence of continuing and part-time education should be strengthened so that it may be less subordinated to the regular day program on any campus and truly become an alternative postsecondary education system for adults.[12]

Coordination of this system at the state level is proposed to be accomplished by a Deputy or Vice Chancellor within the Board of Higher Education or the suggested Board of Postsecondary Education.

In order to coordinate the alternative system on a regional basis, the report recommends that voluntary Service Area Planning Boards (SAPB) be established in thirteen geographic areas. Each SAPB should create a series of working committees consisting of representatives of the business community, the industrial community, professional associations, and community agencies in order to implement its purposes. The functions of the SAPBs would be:

1. To review programs and course offerings in the service area;

2. To provide a forum for communication among staff at various member institutions;

3. To perform needs and opportunities analysis and enhance communication between the institutions and the community at large;

4. To publicize the offerings of all member institutions in a quarterly periodical;

5. To maximize the exposure to part-time and continuing educational opportunities of groups not well-served by the current system;

6. To provide academic and vocational counseling services to prospective students;

7. To operate cooperative area Educational Opportunity Centers;

8. To encourage cooperative interinstitutional planning and articulation of career ladders and programs;

9. To facilitate the structure and arrangement of joint special offerings such as the use of educational technology or the use of special resources;

10. To operate the proposed learning centers of the proposed Massachusetts Open University;

11. To review satellite teaching centers and/or branch campuses operating or proposed within the service area;

12. To advise State officials regarding the location and openings of new campus facilities; and

13. To assist the Statewide Board of Higher Education in administering the specific clientele group vouchers recommended in the finance section.[13]

These SAPBs would be funded by matching grants. The formula proposed a 75% State-matching to 25% member-institution contributions. The grant program would be administered through the Board of Higher Education. It was recommended that, initially, the minimum state funding should be $300,000 in FY 1974 and $500,000 in FY 1975.[14]

The overall report is, without doubt, one of the best and most thorough analyses of the needs and potentials of a state for implementing a life-long learning system. The report is in two volumes: volume one includes the summary report and recommendations, while volume two contains the technical report, including detailed facts, figures, and descriptive prose.

MICHIGAN

In July, 1973, the State Advisory Council for Adult and Continuing Education submitted a position paper which describes the proposed role of the Board of Education in coordinating educational services to adults in Michigan. The Council recommends that continuing education programs be coordinated initially in three planning regions: one urban, one middle-city, and one rural. They also asked that the state legislature appropriate $750,000 for establishing these centers.[15]

The regional centers would:

1. Designate a regional agent for purposes of planning and coordinating adult continuing education services in the region. Local school districts, intermediate school districts, community colleges, public baccalaureate institutions or a regional consortium unit shall be eligible for designation as the regional agent, under applicable rules promulgated by the State Board of Education. An agency that "does not offer adult programs" might also be considered for designation; and

2. Submit a comprehensive plan for servicing eligible adults based upon performance objectives, needs assessment, utilization of all existing public and private delivery systems, and measurable indications of outcome pursuant to guidelines to be promulgated by the State Board of Education.[16]

The regional plan would also include mechanisms for provision of counseling and guidance of adults; provision for the resolution of regional, rural, and urban problems; and tuition grants for adults to participate in programs which meet their needs.

The Advisory Council has identified four major goals to be realized in order to fulfill the needs for adult and continuing education in Michigan:

1. To make available through a multitude of delivery systems the opportunity for every adult citizen of Michigan to attain the essential basic education skills necessary to prepare such persons for full and responsible participation in society;

2. To make available to every adult citizen of Michigan the opportunity for attaining a high school diploma or its equivalency;

3. To make opportunities available to every adult citizen in Michigan to develop performance level vocational and technical skills needed in the current and projected labor market, for employability and desires; and

4. To make available to every adult citizen in Michigan who is not otherwise regularly enrolled in a postsecondary institution, the opportunity of fulfilling his needs or aspirations for education through a statewide off-campus noncollegiate continuing education program.[17]

The proposed implementation of Adult and Continuing Education Services includes the concept of a delivery service area, which is merely a region of the state. This would be the main level for coordination of continuing education efforts. Coordination of the many and varied segments of education is stressed as being essential to effective delivery of continuing education. These segments would include private institutions, secondary area vocational centers, and community service organizations, as well as, traditional postsecondary facilities.

The Michigan plan goes beyond simple organization and delivery methods in describing needed supportive services which facilitate participation in adult and continuing education programs. The services which are suggested are as follows:

1. A statewide system of adult education staff development for training those professionals and paraprofessionals who plan to work with adults;

2. A development or expansion of day care facilities as a support for adults enrolled in educational or training programs;

3. An adequate transportation system for adults enrolling in education or training programs. This could include a combination of transportation refunds, as well as provisions for the secondary systems current transportation network to be expanded to include adult enrollees during the day or evening hours;

4. A development of a series of adult curriculum materials which are specifically geared to the world of adult work;

5. A system of research geared to identify the adult population trends and projected needs in advance of their actual occurrence so that programs of adult education and training could be accordingly planned in advance;

6. A health service concerned with the identification of those adults who are not able to effectively function in an educational or training situation due to mental or physical handicaps and which has the capability of providing corrective services insofar as possible;

7. A plan for a system of mobile units or itinerant adult education teachers to serve the delivery system centers. These mobile units would include both media and curricular services pertinent to education and work training; and

8. A system of financial support for those individuals enrolled in educational or training programs who do not have a means of individual or family support available to them. This could be in the form of stipends, tuition plus stipends or any method which would assure continuity of training.[18]

RHODE ISLAND

Rhode Island's commitment to continuing education has recently become quite extensive and well developed. As of April, 1972, the Coordinating Council on Continuing Education began planning for statewide emphasis on

continuing education. The Council, appointed by the Board of Regents, will function under the newly created Division of Continuing Education within the Department of Education and shall advise in the following areas:

1. Identifying current community and societal problems with which an adult education program should be concerned;
2. Establishing priorities among the various needs, interests, and problems;
3. Formulating short-run and long-range goals;
4. Contributing fresh and creative ideas to program planning;
5. Providing linkages to target populations, institutions, and community agencies; and
6. Interpreting the continuing education programs to the general public.[19]

In February, 1973, the Department of Education presented a working document, "Toward a Master Plan in Continuing Education," which is to evolve into a more specific and operational set of guidelines and policies over a five-year developmental process.

As described in the plan, the Division of Continuing Education is responsible for the following:

A. Coordination

1. Building linkages among all possible agencies now involved in continuing education;
2. Developing cooperative arrangements among public educational institutions;
3. Encouraging cooperation between public and private educational agencies;
4. Making use of all community resources and agencies that provide education; and
5. Recommend eliminating unnecessary or unwarranted duplication.

B. Planning

1. Formulate both long and short range plans for continuing education;

2. Establish priorities in cooperation with industry and business, labor, consumers, and educational institutions;

3. Evaluate new and existing programs for continuing education; and

4. Coordinate a continuing program of study and research in a search for more effective and efficient forms of adult education.

C. Support

1. Provide advisory services and technical assistance to schools and colleges as they conduct continuing education programs;

2. Provide for guidance and referral service to students of adult education; and

3. Maintain a clearinghouse.

D. Promotion

1. Stimulate widespread citizen interest in and support for continuing education;

2. Disseminate information to the public about continuing education;

3. Prepare literature explaining continuing education and its programs; and

4. Encourage local communities to provide residents with the opportunity to obtain basic knowledge and skills and the concommitant credentials.

E. Leadership

1. Encourage the development of new options by granting credit and/or certification for work experience, accrediting community programs and resources as providers of experiential options; and establishing external degree programs;

2. Initiate experimental programs;

3. Identify special populations who are not being adequately served by existing programs;

4. Encourage schools and colleges to introduce innovative and experimental approaches; and

5. Encourage business and industry to institute programs and to explore the possibilities that business and industry establish a pool (of donated funds) to be used to share resources in training their employees.[20]

An efficient method to develop comprehensive continuing education programs according to the Rhode Island plan is to build on or reform existing resources rather than create new ones. A second principle would be to define "resources" very broadly to include the "open sector" or private and community sponsored educational activities.

It was also proposed by the Department of Education that a facility be developed which would provide a community based focal point for educational services in Rhode Island. This would be called a Unicenter. Its primary aim would be to serve the needs of low-income and minority individuals; however, it would be available to all persons motivated to pursue any form of postsecondary education.

In order for this concept to work there must be coordination of all education segments within the community. Rhode Island recognizes the important contribution of private institutions and proprietary schools, and states in the Master Plan, "Coordination should permit and encourage participation by private educational institutions and the open sector."[21]

REFERENCES FOR APPENDIX E

1. Master Plan for Higher Education in Connecticut, Preliminary Draft, 1974-79, Connecticut Commission for Higher Education, October, 1973, p. 1.

2. Ibid, p. 16.

3. Ibid, pp. 6-7.

4. Continuing Education of Public Service in Florida, policy statement of the State University System of Florida, 1973, p. 11.

5. Ibid, p. 11.

6. Ibid, pp. 6-7.

7. Report to the Idaho State Board of Education by the Division of Continuing Education, October 10, 1973, p. 15.

8. Ibid, pp. 16-17.

9. Ibid, p. 17.

10. Inventory of Community Service and Continuing Education Programs in Kansas Institutions of Higher Education, 1970-71, by Division of Continuing Education, University of Kansas, December, 1972, pp. 401-402.

11. Ibid, pp. 404-406.

12. Strengthening the Alternative Postsecondary Education System: Continuing and Part-Time Study in Massachusetts, Volume I, University Consultants, Inc., for Massachusetts Advisory Council on Education, p. 4.

13. Ibid, pp. 86-90.

14. Ibid, p. 78.

15. Planning in Terms of Providing Statewide Non-Collegiate Services, position paper to the Michigan Department of Education by the Division of Adult and Continuing Education, July, 1973, p. 19.

16. Ibid, p. 23.

17. Ibid, pp. 9-12.

18. Ibid, pp. 17-18.

19. Toward a Master Plan in Continuing Education, Rhode Island Department of Education, February, 1973, Volume II, Appendix B, p. 25.

20. Ibid, Appendix B, pp. 22-24.

21. Ibid, Volume I, p. 76.

APPENDIX E

EXTERNAL DEGREE PROGRAMS:
SOME THOUGHTS

NOTE: Recent changes in the educational system have led to, among other things, external degree programs. These programs are discussed briefly for the purpose of showing how a university can become involved in the new methods of education.

EXTERNAL DEGREE PROGRAMS

Nontraditional education denotes the development of new types of degree oriented programs--programs whose rationale, content, and organization differ, sometimes radically, from those offered on traditional residential campuses. Many of these programs offer alternatives to the extreme professionalization and specialization of existing programs, attempting to recapture the values of a general education and the liberal studies. By emphasizing the development of competencies that apply knowledge to life activities, other innovative curricula attempt to make education more relevant to the conditions of contemporary life. Such programs suggest a reaction to the formal classroom method often enamoured with material related not to its utility in living, but only to the internal logic of the subject matter itself. Nontraditional education is based upon the assumption that the individual should be able to design, as independently as possible, an education program best suited to his interests and needs. Some institutions concentrate almost exclusively on occupational proficiency, believing that the general education provided by the secondary schools is sufficient for many people.

An external degree plan includes programs of study offered primarily off-campus, utilizing one or a combination of available systems for delivering instruction and assessing student achievement, so that students can live at home while earning degrees or certificates without spending long hours of continuous residency on campus. One important characteristic of the external degree program is the low cost of instruction, which is only natural with a decline in the need for some non-essential buildings

and other facilities. There are other costs involved in the delivery of external degree programs, however, some of which include media-assisted study via film, television, radio, telephonic hookups, audio tapes, and programmed and computer assisted instruction. These costs should be significantly less than those involved in on-campus instruction.

Another characteristic of the external degree is that it generally repeals traditional residency requirements which usually specify a minimum of one academic year of on-campus study. Given the current realities of American collegiate life, numerous educators believe that programs of independent study must be designed for those aspects of the curriculum conducive to individualized study.

By recognizing that exposure does not necessarily equal attainment, that achievement should be credited without regard to how it is acquired, and that a large amount of contemporary higher education actually reflects the product of independent study, it is easy to account for the growing interest in non-residential programs of higher education. In such viable programs as the Open University, Empire State College, and the University Without Walls, the academic needs of the mature student receive more attention than the aspects of emotional development and growth in personal values which are traditionally concentrated upon within an environment populated by younger learners. Thus, many of the non-instructional costs related to caring for large numbers of students in continuous residence are eliminated.

A chart of examples, adapted from the "Preliminary Study of External Degree Programs in California," of June, 1973, outlines selected external degree programs. Additional analysis of such programs follows the chart,

BARD COLLEGE
UNIVERSITY WITHOUT WALLS

Institution	Students Served	Support	Means of Delivery
Bard College "University Without Walls" (In cooperation with U.W.W., Inc., Antioch College, Yellow Springs, Ohio)	Admission to those 23 years or older who cannot continue in resident programs and who have successfully completed 2 yrs. of college work or the equivalent. Part or full-time. Access for employed adult and lifelong learner. Age restriction of 23 years.	Tuition supported. Cost varies from $900 to $2100 for full-time student depending on learning options utilized by the student.	Self-directed independent study; student sets own goals. Tutoring by Bard tutors, and professional non-academic tutors work-study internships and group seminars. Credit by examination.
Curriculum	**Administration**	**Facilities**	**Faculty**
Six study options: 1) traditional areas of study; 2) advanced study in precise area; 3) advanced work with adjunct specialists; 4) regular course enrollment; 5) Independent Study evaluated by exam; 6) Professional internship work. Senior year "Major Project" required of all students regardless of option.	Bard is one of 20 colleges in UWW/Antioch Corp. Bard shares objectives of sponsor but attempts to achieve them in ways unique to Bard. Committee on Academic Policy of faculty, students and professionals. Program administered by Program Coordinator at Bard.	Those existing and available at Bard and in the surrounding community, e.g., libraries, museums, T.V., lectures, movies. Also, apprenticeships and volunteer jobs use facilities of local institutions or businesses.	Existing faculty at Bard offer ideas and programs, and serve as faculty advisors. Also, adjunct faculty from professional world. Tutors meet regularly with students, once a month, on Bard campus to provide suggestions, book lists, and other aids.
Degrees Awarded	**Enrollments**	**Student Counseling**	**Financial Aids**
New York State B.A. in Independent Studies.	Current enrollment: 15. Projected enrollment: 30 to 40 students.	Faculty advisor initially to help student develop coordinated program of study, then throughout program in frequent contact to help sustain and evaluate work. Student keeps log-book of ideas or problems to submit during advisory conferences.	(Not Reported)

EMPIRE STATE COLLEGE
COLLEGE WITHOUT A CAMPUS

Institution	Students Served	Support	Means of Delivery
Empire State College "College Without A Campus"	Admission to any H.S. grad. and selected secondary students. Part- or full-time students. Flexible modes adapted to individual's objectives. Generally H.S. grads. at undergrad. levels alternate mode for college aged; access for employed adult; all who cannot reside full-time on a campus. No age restrictions.	$1,000,000 Ford-Carnegie grant plus state appropriations. Students pay regular state college tuition and fees.	Individual study programs that draw on diverse resources: study at other colleges, independent study, correspondence work, media-related instruction, tutorials, etc. Credit granted for prior learnings in formal and life experiences.
Curriculum	**Administration**	**Facilities**	**Faculty**
Student designs program of study acceptable to faculty. May be traditional discipline, problem area, or interdisciplinary study. Degree requirements based on length and quality of study.	Coordinating Center at Saratoga, N.Y. under SUNY auspices. Pres. & resident faculty, but no resident students; Center provides services and learning materials for faculty & students, maintains records. Governance resides jointly in administration and faculty with student voice through Learning Centers.	Faculty and administrative offices for twenty professional and seven clerical, lounges and seminar rooms, media equipment and study area.	Full-time faculty serve as mentors to all students, with auxiliary instruction contracted from "external" faculty for students with special needs. Learning Centers consist of 13-16 mentors representing major disciplines.
Degrees Awarded	**Enrollments**	**Student Counseling**	**Financial Aids**
B.A., B.S., A.A., A.S., Granted by State University of New York.	Approximately 500 in initial year, 1971-72. Projections: 1200 in 1972-73. 2250 in 1973-74. 3750 in 1974-75.	Academic and student counselors provide assistance when needed.	Students eligible for same financial assistance as at a residential college: EOG NDSL College Work Study Regents Scholarship State Univ. Scholarship Scholar Incentive Award NYHEAC Loans

UNIVERSITY OF HOUSTON OPEN UNIVERSITY

Institution	Students Served	Support	Means of Delivery
The University of Houston "Open University Program"	Admission open to all university students and to adults under "special" category. Part-time learners as well as full-time. No age restrictions	Student tuition is regular University of Houston rate ($4 per credit hr. but not less than $50 + student fees)	Television broadcast, independent study from written texts, cassette lectures, tutoring, discussion sessions.
Curriculum	**Administration**	**Facilities**	**Faculty**
Interdisciplinary courses in humanities (12 sch) and science (14 sch). Sequential 9-month courses. Essays, experiments, tests required. Courses applicable to bachelor's degree.	Administered under College of Arts and Sciences Dean's Office through a Director. Continuation of Carnegie Corp.-sponsored pilot test evaluated by CEEB and ETS.	All existing university facilities, including TV station, Discussion sessions on campus. One regional study center off-campus. Tutorial center on campus.	Course coordinators are full-time UH faculty members. Tutors are graduate assistants.
Degrees Awarded	**Enrollment**	**Student Counseling**	**Financial Aids**
None at present. Total of 26 hours credit applicable to bachelor's degree.	1972-73: 159 1973: 124	UH Counseling and Testing Center available. Tutors counsel frequently. Director available for consultation.	No special funds set aside for Open University students, though they are eligible for regular UH financial aid.

CENTRAL MICHIGAN UNIVERSITY
INSTITUTE FOR PERSONAL AND CAREER DEVELOPMENT

Institution	Students Served	Support	Means of Delivery
Central Michigan University "Institute for Personal and Career Development"	Admission to groups of students in common geographic areas with special degree interests. Part or full-time. Access for college-age, employed adult and life-long learner. Admission requirements are same as for regular University programs. No age restrictions.	Student tuition and fees: $15/admission fee; $60 per unit for courses; $30/unit for correspondence; $20 for credit by exam; $35/unit for learning packages; evaluation of life experience - $25-200 depending on number units awarded; plus costs of books and materials.	Intensive seminars, independent study, directed readings, correspondance, learning packages, work-study, internships, Credit by exam (no limit). Credit for life experience (60 sem. hours/undergrad., 10 sem. hours/graduate.)
Curriculum	**Administration**	**Facilities**	**Faculty**
Individualized programs designed by student and counselor. Courses can begin and end at any time.	Institute is under Director who reports directly to provost of University. Program Manager responsible for academic, counseling, & service program in the geographic area of program. He assists students, agencies, scheduling & counseling. He is contact between students, sponsor, and Central Michigan Univ.	Courses are offered at locations convenient to the student; many on-site at participating group or agency locations.	Regular faculty of Central Michigan and visiting faculty drawn from universities throughout the nation, public officials and other specialists in business and industry.
Degrees Awarded	**Enrollments**	**Student Counseling**	**Financial Aids**
Certificates, A.A., B.A., and B.S., also Bachelor's of Individualized Studies, and M.A.	Current enrollment is approximately 2,000. Projected enrollment for 1973-74 is 5,000.	Skilled staff of professional counselors from agencies, universities and public sector, meet with students on regularly scheduled cycle throughout his college years in evaluating and developing students' abilities. Periodic Newsletter sent to students to keep them informed.	H.U.D. fellowships, V.A. benefits, grants, GETA, G.I. Bill, employee aid, scholarships, military tuition assistance, industry and agency sponsorship.

MINNESOTA METROPOLITAN STATE COLLEGE
AN URBAN COLLEGE

Institution	Students Served	Support	Means of Delivery
Minnesota Metropolitan State College "An Urban College"	Admission on upper division level only. Part-time program for employed, housewives, etc. Access to life-long learner, where education was cut short or they seek to retain or improve skills. Admission to all adults now unserved by resident instruction. No age restrictions (though most are over 25 years).	State funded: tuition is same as for other state colleges. Total for two year upper division program is $650. Initial starting grants from OEO, and Carnegie, Hill and Bush foundations.	Student, with advisor, draws up own "Educational Fact" stating goals, methods & evaluation format. Independent study, small seminars, tutorials. Credit for work and life experience.
Curriculum	**Administration**	**Facilities**	**Faculty**
Two major areas from which students may initially select program: Administration (public/private), Human Services (Social, Rehab., Health, & Educ.). Competency expected in 5 general areas: Basic learning, Personal growth, Civic, Vocational, and Cultural/ Recreational.	Ultimate responsibility with State College Board and Chancellor of State Coll. MMSC has own Pres., V.P., Sec., Treas., and Deans--currently 33 full-time professional staff. All segments of state higher education and public are to be consulted in planning and development.	Use of existing and available facilities throughout metropolitan area. None owned by MMSC; most free, e.g., public libraries, corporation-donated facilities, storefronts, etc.	Own full-time academic core faculty; part-time community or adjunct faculty of professionals and businessmen.
Degrees Awarded	**Enrollments**	**Student Counseling**	**Financial Aids**
B.A. in Urban Liberal Studies.	Pilot program started February, 1972 with 250 students. Full program in July, 1972. Monthly admissions policy. projected enrollments: 500 by Dec., 1972. 1,000 by July, 1973. First degrees to be awarded in 1972.	Full-time academic staff counsels students--helps them develop "Educational Pacts"--and directs them to community resources.	Financial aids include EOG, NDSL, Veteran's, work-study, and small school loans. Tuition may be paid on monthly installment plan.

NEW YORK STATE
REGENTS EXTERNAL DEGREE

Institution	Students Served	Support	Means of Delivery
New York State "Regents External Degree"	Admission to all who wish to enroll. To recognize learning wherever/however acquired. Alternate mode for all who are interested, including college age; access for employed adult, lifelong learner, or any who wish to demonstrate college-level knowledge. No age restrictions. No residence requirements. No campus attendance req.	$800,000 Ford-Carnegie grant. Enrollment Fee: $25. Cost to candidate depends on amount of transcript credit applied toward degree & number & type of proficiency exams taken. Exam fees vary with type of exam from $15 to $100/test. If earned solely by exam. total degree cost is not likely to exceed $750.	Tho' instruction not provided directly, descriptions & study guides/ bibliographies made available to degree candidates. Credit by exam. (CPEP, CLEP, AP, USAFI). Degree may be earned entirely by exam. Credit for college level knowledge acquired through work & life experience. Credit for reg. college study & military training.
Curriculum	**Administration**	**Facilities**	**Faculty**
Curriculum varies with each degree program & flexibility within each. Students choose from variety of exams/methods of assessment to earn degree. A.A.: 60 credits in Human., Soc. Sci., Natural Sci., & Math.; B.S. in Bus. Ad.: Gen. Ed. & bus. core rqts.; A.A. in Nursing: Gen. Ed. & cognitive & clinical aspects of nursing sci.	Program governed by Board of Regents of Univ. of the State of N.Y. & administered by Div. of Independent Study of State Educ. Dept. Committees of college faculty and administrators, as well as leaders in the field, develop degree programs. State Educ. Dept. oversees development of tests. Regents award degrees.	Physical facilities not required since no campus residence rqts. Exams offered by CPEP administered at several testing centers in N.Y. at least twice/year. Exams offered by national testing agencies administered at testing centers across the U.S. in accordance with their testing schedules.	No instruction, no teaching faculty. (N.Y. College proficiency Exams, which may be used to satisfy degree rqts., developed by college faculty & experts in subject matter areas. CPE's offered in the arts, sciences, bus., educ., foreign lang., health, and nursing. Grades Determined by norming the exams on trad. course students.)
Degrees Awarded	**Enrollments**	**Student Counseling**	**Financial Aids**
Initially: Associate in Arts, Fall 1972; Bachelor of Science in Business Administration in 1973; Associate in Applied Science in Nursing, 1973-1974.	First 600 degree candidates enrolled in May-June, 1972 Enrollment open to all interested students. First Associate in Arts degrees to be conferred in Fall, 1972. Full implementation of initial three degree programs in 1973-74.	General counseling available by correspondence or telephone.	Under investigation.

UNIVERSITY OF OKLAHOMA
COLLEGE OF LIBERAL STUDIES

Institution	Students Served	Support	Means of Delivery
University of Oklahoma "College of Liberal Studies"	Admission to adult students with high school graduation or equivalent, who desire a liberal education rather than a specialization. Part or Full-time. Access for employed adult and lifelong learner. Adults of all ages, most between ages of 30-65. No age restrictions.	Student tuition including loan of books for complete B.L.S. degree equals $2150 plus living expenses during the three to four week seminars. For M.L.S. degree total student tuition equals $1200 plus books, travel, and lodging for seminars.	Directed independent study; intensive residential seminars of three to four weeks in summer or mid-winter. Credit for Life experience. Advanced standing through transfer of prior college credits within the B.L.S. curriculum.
Curriculum	**Administration**	**Facilities**	**Faculty**
Interdisciplinary approach within three broad areas--Humanities, Natural Science and Social Science, plus an integrative Inter-Area. Students complete all four phases. Each area equivalent to one year's work leading to the B.L.S. M.L.S. students concentrate on one of the broad areas and produce a thesis.	Formerly under Department of Continuing Ed., now under College of Liberal Studies. Dean of College of L.S. is the administrative officer. A ten member Exec. Committee elected by College faculty serve as policy-making body which provides continuous direction to liberal studies program.	Seminars are held at the Oklahoma Center for Continuing Education on the campus of the University of Oklahoma, Norman, Oklahoma. Seminar-discussion rooms, student lodging and meal services are available at the Center. Seminars are conducted in June, July, and January.	Faculty members of the College of Liberal Studies hold appointments as members of the general faculty of the University and its departments; assignments as Liberal Studies advisers and seminar directors are made by the Dean of the College.
Degrees Awarded	**Enrollments**	**Student Counseling**	**Financial Aids**
Bachelor of Liberal Studies (since 1961) Master of Liberal Studies (since 1968) Both degrees are comparable to and accepted as other degree offerings of the University of Oklahoma.	At present, B.L.S. has 1500 students enrolled; 324 degrees have been conferred. M.L.S. enrollments number 70; 26 degrees have been conferred. A growth in B.L.S. is projected due to the recently adopted transfer of credit policy and a junior college option which is to begin in 1973.	The B.L.S. student works closely and is in regular contact with his faculty advisor--a different one for each of the four areas--who plans and directs the student's independent study according to his background and experience. A three-man faculty committee plans and evaluates directed reading for the M.L.S. student and his thesis.	Local, State and Federal Government agencies; businesses and corporations offer assistance to their employees in the program. Armed services support is available, e.g., V.A. Scholarships and student loans.

WISCONSIN
THE OPEN SCHOOL

Institutions	Students Served	Support	Means of Delivery
Wisconsin "The Open School"	Admission to any Wisconsin citizen. Part time learners. Those better served thru media than classrooms. Access to all now unserved; alternate mode for college age; access for adults; esp. for remedial, dropout, retired, housewife, for any inconvenienced by residence. No age restrictions.	State funded; at least seven million to start up program. supplementary federal funds as available. Minimal student fees (not yet determined); some will have to be completely subsidized.	Multi-sensory approach; audio-visual, manipulative materials, physical activities; traditional reading/research activities Community level experiences, e.g., in agencies, museums, libraries, business & govt. Credit by examination. Independent study. Non-credit courses.
Curriculum	**Administration**	**Facilities**	**Faculty**
All courses relevant to life and learning; specially fitted to each student & his needs & goals. For example: Open pre-school Drop-in High School, Campus without walls, Continuing Ed. with new technology. Leading to diplomas, certificates, degrees, etc. as needed.	Open Education Board with appointed Exec. Director & Staff, established to set policies, oversee the state's activities, & to plan & direct use of the state's resources. Under Executive Director: 1) Learning Resources Center, 2) Communications Resources Center, 3) The Open School (the operating instructional unit).	Use of existing facilities--public and private, academic and professional at locations throughout the State, and convenient to the student. Local Service Centers provide advisors and counseling. These are all contracted or free rather than owned facilities.	"Secondment" of staff for development of programs, materials & instruction. Hence, no Open School Staff with tenure; tenure in permanent jobs from which people are borrowed. This device for 2 purposes: to assure continual renewal of Open School in society of change, & to retrain staff of older institutions.
Degrees Awarded	**Enrollments**	**Student Counseling**	**Financial Aids**
Certificates, diplomas, degrees--whatever the student is seeking. (Wisconsin program is a comprehensive program on theory that once the system is created it will serve all levels, all ages, many purposes. Furthermore, the cost/unit will be lower because of the volume factor & the sharing of systems.)	Legislature has not yet made appropriation to start program; bills will be introduced in 1973 legislative year. Enrollments will be dependent upon appropriations received. Start-up time necessary to create system, gather staff, determine priority areas, do studies, etc.	Access to counseling and advising services to be made available locally. Learning Centers manned by counselors. Services include: recruitment needs evaluation & placement, counseling, orientation to system, guidance thru system job placement	Subsidies available: 1) pre-high school - full subsidy or not more than 5% of instructional cost. 2) high school level - full subsidy of not more than 10% of instructional cost. 3) post high school - some full subsidy or not more than 25% of inst. costs. Principle of "comparability" i.e., same kinds of costs as in regular schools.

A. THE OPEN UNIVERSITY

The Open University was conceived only a few years ago in England. Several American universities have recognized the importance of this concept and have initiated programs of their own. Students have the opportunity to engage in independent study reinforced by tutorial and counseling services without leaving their homes and jobs for long periods of residence. Instructional aids and learning kits are provided the students, with the mass media being used for instructional transmission.

By definition, the Open University boasts non-restrictive admission policies which employ systems of testing and assessment by which a prospective student is counselled and placed in a program at the level of his demonstrated readiness. From that point, the student begins to pursue a degree. Some programs limit themselves to achievement assessment and the awarding of degrees, and will not offer any instruction. The student is therefore allowed to learn from available resources wherever and in whichever mode he or she chooses. While it is too early to accurately evaluate the Open University, it holds great promise to adult learners as an effective, flexible, and convenient alternative delivery system for higher education.

B. EMPIRE STATE COLLEGE OF NEW YORK

Several "contracts," based on the student's interests, needs, or aspirations, comprise a student's program of study within the structure of Empire State College. A contract describes particular learning activities to be pursued, including formal studies offered by institutions, organizations, and agencies other than Empire State. Other types of contracts include: cooperative studies of a group of students sharing

common interests; tutorials wherein a teacher assists a student in a particular area of knowledge or competence; organized programs such as correspondence courses, programmed learning materials, and televised instruction for students' individual use; direct experiences (travel, observations, field work, paid employment, volunteer activities, etc.) which may be supervised and which become the object of examination and reflection by the student; and independent studies comprised of a series of readings and reports and, in many cases, direct experiences.

Within the eight Area Learning Centers throughout the state of New York, mentors assist students in defining their purposes, formulating a conceptual framework for program planning, specifying plans of study, and evaluating their progress. Often the mentor will tutor students in those parts of a contract where he has the appropriate knowledge and competence.

C. CHANCELLOR'S AND REGENTS' DEGREE PROGRAMS

The Oregon State Board of Higher Education confers a Chancellor's Degree, a successful example of an external degree program. Within the state of Oregon, numerous adults involved in the world of work, often in remote areas of the state, have exhibited a desire and a pressing need for a college degree in order to enhance their quality of life and the likelihood of attaining their vocational goals. Existing offerings through the State System's Division of Continuing Education, or through other adult education agencies, may supplement the work of students who can spend some time on campus, but such existing offerings provide neither administrative framework nor special academic programs for those working adults who seek an opportunity for start-to-finish-work leading to a bachelor degree.

A program adapted from the general studies degree programs in several of the state system institutions has been formulated to serve such Oregonians without prescribing residence stipulations on any campus for students. The Chancellor's Degree, either a bachelor of arts or a bachelor of science in general studies, utilizes the strengths and unique characteristics of the curricula of all State System institutions. The Board recognizes the growing geographic and career mobility of the American people and acknowledges that the traditional timetable for higher education is inappropriate for many, particularly those already in the world of work. The Chancellor's Degree, furthermore, assesses the amount of education an adult has acquired through experience and grants college credit for those attained levels of proficiency.

The Regents of the University of the State of New York award undergraduate degrees to candidates whose demonstrated attainments equal those of a traditional college degree recipient, regardless of age, residence, or method of preparation. New Jersey administers a similar program through Thomas A. Edison College.

D. UNIVERSITY WITHOUT WALLS

The University Without Walls, a consortium of twenty colleges and universities organized by the Union for Experimenting Universities, provides education in diverse locales--on the job; in the home, through independent study, field experience, or internships; in the environment of certain social problems, at various colleges, and in foreign travel and service. The faculty, comprised of regular college instructors and knowledgeable people in non-academic pursuits, serves students from sixteen to any years of age and utilizes new approaches and technologies for communication.

The student may benefit from the different resources of a number of the member institutions and may take his degree either through the institution where he will do most of his work or through the University Without Walls.

E. FURTHER EXPLANATION OF THE EXTERNAL DEGREE PROGRAM

Regarding the types of degree programs offered, an institution may award similar degree programs to those offered on campus using different methods and processes for evaluating student achievement. Other institutions develop new and specially designed degrees based on innovative and experimental rationales and curricula approaches, while some schools provide both options. The external mode of instruction can be utilized at all levels--the Associate, Baccalaureate, Masters, and Doctors degree. Special certificates represent new competencies for those who have already earned degrees at any degree level. Degrees may be offered by single institutions, a university system, or by a new college created for the purpose of offering external degrees.

External degree programs benefit diverse elements of society. Many young adults, for example, cannot afford to attend residence campuses and do not reside long enough in one community to earn degrees at institutions within commuting distance. Impossible problems result from the efforts of such part-time students to transfer credit from numerous institutions. External degree programs, however, can make it easier for part-time students to earn degrees through a single, coherent program of study regardless of rapid changes in residence.

The University Without Walls plans for a student body of age sixteen to whatever. Many feel that the young have overwhelmingly permeated the American campus. By basing credit more on achievement than exposure,

young people could study independently off campus and, upon returning, receive credit for what they have learned rather than being penalized for having dropped out. At the same time, adults are placed at whatever level their capabilities indicate. Hence the "campus" becomes more permeable, reflecting a better mix of the age groups.

In a society where higher education has become a prerequisite for occupational, economic, and social advancement, much effort is needed to provide such opportunities for the economically, socially, and educationally deprived. Many feel that external degree programs can be made sufficiently flexible and, therefore, universally available to meet the needs of substantial numbers of deprived people who are sufficiently capable and motivated.

The external degree provides numerous adult, non-residential programs emphasizing liberal studies. Traditional efforts in this regard have often been viewed as arbitrary hurdles, not as important ends in themselves. Many mature adults, however, with settled livelihoods and life styles feel a need to explore questions of which they were once only dimly aware. For such learners, degrees in liberal studies provide avenues for reviving interest in interdisciplinary liberal arts.

The educational experience of off-campus learning within the context of work and everyday life can be as rewarding as the reflective thought and intense free discussion characteristic of the traditional classroom. The advantages of both may be combined in many non-resident programs of instruction.

CONCLUSION

Many individuals in society can apparently benefit from non-resident degree programs. Situational problems, more so than personal limitations,

often prevent qualified adults from attending college. Their family obligations and job constraints preclude full-time residential study. Educational opportunities for these students have traditionally included evening courses, particularly in urban areas, and correspondence study.

Bringing the traditional classroom to the students, such evening and correspondence programs have effectively served many adults. Other potential learners, however, can study independently with a well structured program of study. Required classroom attendance may only prevent their participating in continuing education. Still other adults have acquired academic competencies through unconventional modes of study for which they could attain validation and credit toward a desired degree. Finally, serious students may desire to study in areas judged substantial by academia but not formally designated as a part of any existing curriculum. This problem has been addressed by many institutions in allowing students to develop contract programs of study with an academic mentor for eventual credit upon completing the project. For all of these students, comprehensive external degree programs provide viable options in non-traditional education.

It may be concluded that diverse elements of the population can benefit from external degree programs--mature adults with family obligations and career responsibilities, younger students who study and work simultaneously, and many physically handicapped students for whom continuous residence on campus is impossible.

Although traditional models of higher education effectively serve the academic needs of thousands of students, they reflect in part many social and educational conditions of the past. Millions of Americans

now look for alternative patterns to serve the changing realities of our time. The external degree represents one approach which recognizes that because of changes in communication, transportation, and the age and intellectual ability of students, learning need not be confined to a single campus or to rigid blocks of time.

THE CONTINUING EDUCATION UNIT
CEU

by
Joseph E. Champagne

Center for Human Resources
UNIVERSITY OF HOUSTON
Houston, Texas
1975

THE CONTINUING EDUCATION UNIT

C E U

by

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THE CONTINUING EDUCATION UNIT

Introductory Note

The author acknowledges that this report was prepared from the following documents: 1. The Continuing Education Unit, Criteria and Guidelines, National Task Force on the Continuing Education Unit, published by National University Extension Association, Washington, D. C., 1974; 2. Mimeographed internal document on the CEU within the University of California System, 1974; and 3. The Continuing Education Unit, Guidelines and Other Information, Southern Association of Colleges and Schools, Atlanta, 1973.

The growing use of and interest in the CEU has prompted the preparation of this concise report. It is designed to answer in a brief format basic questions about the CEU and its use.

Definition

One Continuing Education Unit (CEU) is ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.

History

The concept of the CEU emerged from a National Task Force created under the sponsorship of a number of national bodies, including U. S. Office of Education, National University Extension Association, American Association of Community and Junior Colleges, American Association of State Colleges and Universities, American Council on Education, American Association of Collegiate Registrars and Admissions Officers, and others.

The Southern Association of Colleges and Schools was the first of the Regional Accrediting Associations to adopt the CEU as a unit of record. Standard Nine of the accreditation standards addresses the use of the CEU and annual enrollment reports require the CEU as a reporting unit. A number of colleges and universities have formally adopted the CEU, including the University of California System, the University of Georgia System, the University of Virginia and many others.

Purpose

The CEU is designed as a uniform unit of measurement to be used on a nationwide basis whereby participation in non-credit educational programs can be recognized. The rapid and continuing growth in enrollment in continuing education and lifelong learning demanded some standardized and recognized unit of achievement. In the absence of such an accepted unit of measurement, continuing education students in most cases have not been able to accumulate, update, and transfer their records of participation in non-credit programs. The CEU is intended to facilitate the uniform

recording of participation and thereby ease the process of communication about educational achievements between the learner and educational institution, employers, agencies, or other individuals. It is intended to be applicable to all non-credit post-secondary study meeting certain basic requirements for all types of learners in all subject areas whether occupational, professional, civic, intellectual, personal, social, liberal, or other. It is applicable to all types of teaching-learning situations. Several specific objectives are accomplished through the CEU:

1. Systematize permanent records for individual participants in non-credit continuing education on a uniform national basis;

2. Facilitate the transferability of student records;

3. Facilitate the organization and accumulation of statistical data for institutional, local, regional or national planning, programming and other related uses; and

4. Encourage the establishment of educational goals whether in professional/relicensure/certification requirements or for personal/social/civic interests.

CEU Criteria and Guidelines

The CEU may be awarded by accredited colleges or universities. Additionally, they may be awarded by other institutions, agencies, organizations, or associations that have on-going educational programs and are willing to meet the minimum criteria set forth below:

1. The educational activity must comply with the various elements within the standard definition: Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.

2. The number of CEU's awarded is determined by the number of contact hours of instruction or fractions thereof. For example, 13 hours of instruction equals 1.3 CEU's; 26-1/2 hours of instruction equals 2.6 CEU's; and 34-3/4 hours of instruction equals 3.4 CEU's (you never round up on fractions of hours). Instructional hours with direct participation are to be counted; field trips, non-traditional modes of instruction, laboratory experiences, etc., are to be equated to direct instruction prior to the start of the program so that the participants know exactly how many CEU's they will be awarded.

3. Successful completion of programs may be based on varying criteria. For some programs, an evaluation of the student by the instructor is appropriate; for other programs, successful attendance at sessions may be all that is required. If the latter is used, it is suggested that the participant be present for no less than 80 percent of the instruction to be awarded CEU's. Whatever the performance criteria

may be, they must be set prior to the program, and each individual must be certified after the program by the program director that he/she has met the criteria.

4. The program or activity must be preplanned for a specific population with a clear statement of objectives and rationale. Evidence of preplanning might include course outlines from instructors, input from representatives of specific groups being served, program evaluative criteria set in advance (programs should be appropriately evaluated), etc.

5. Qualified instructional personnel must be used. They must not only be competent in the subject matter, but also able to transmit the knowledges involved, understand the program objectives, and capable of adequate student assessment.

6. The activity must be sponsored or approved by a recognized academic or administrative unit which is best qualified for the specific program. The sponsor must assume the administrative duties necessary for an orderly and well executed learning experience. This includes the assignment of the program to a specific person qualified for that program. When programs are co-sponsored, a prior decision must be made as to which organization will record and report the CEU and in no case can there be duplicate recording or reporting of the CEU.

7. There must be provision for adequate registration of individuals and permanent records to include: Name of participant, name and address of awarding organization, social security number of participant, title of program, dates of program, number of CEU's awarded, brief descriptive statement of program, instructors utilized, location of program, co-sponsors, and demographic data of participant as may be desired. Individuals must be furnished transcripts on request.

8. In programs awarding CEU's, activities such as coffee breaks, social hours, non-instructional luncheons and dinners, individual study time, organizational meetings, business activities, etc., are not to be calculated in the CEU determination. In addition, credit programs, high school equivalency programs, general orientation programs, policy-making conferences and delegate assemblies, etc., are excluded from the CEU system. Conventions, mass media programs, entertainment and recreation programs, work experience, self-directed studies, etc., must be evaluated as to whether or not they are an integral part of a structured educational program. In such cases, CEU's may be awarded provided the time spent in these activities has been equated to standard instructional equivalence prior to the program.

Value of the CEU

1. Ease of use. The ten-hour CEU is easily related to total contact hours of instruction. Once the program length is determined (or equated in some formats) the exact number of CEU's can be determined by simple division by ten.

2. Compatible student records. The nationwide use of the CEU will provide a compatible record system for ease of evaluation of student learning experiences. Consequently, students, employers, government agencies, associations, etc., will have a clear understanding of achieved learning experiences. The CEU encourages students to use a variety of educational resources to meet their needs. It allows for the meeting of requirements for improvement of professional competence, documentation of learning experiences for licensure or relicensure, certification or recertification, etc., evidence of personal and/or professional and technical growth, evidence of student effort toward advancement, and a method for planning and evaluating personal growth and development. It provides for an individual and/or organizational planning process for educational growth and updating on a consistent basis.

3. Institutional data. The CEU will allow an institution to document its continuing education effort. This will ease planning and coordinating of programs and comparisons with other institutions, provide a possible base for assessing program costs and fees, could even lead to a simple system of program funding in public institutions, and provides data necessary for budgeting and organizational processes.

4. National data. The CEU will allow for regional and national analyses of non-credit programs for whatever purpose is necessary. Up until now, comparable data and trends were often impossible to document.

5. Academic use. The CEU can be used to evaluate non-credit learning experiences which may be accepted in lieu of academic credit if appropriate. It can serve as a means of evaluating experiences for advanced placement in degree or certificate programs. It can also be used as a basis for faculty evaluations and total institutional educational effort.

Selected Questions and Answers

What is a CEU?

A CEU is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.

Who developed the CEU?

The CEU emerged from several years of planning by a National Task Force sponsored by a number of prominent organizations.

Why is the CEU necessary?

With the rapid growth and diversification of continuing education programs, a uniform measure of achievement was considered necessary. There has been no standard measure for continuing education as there has been for regular "credit" programs. Additionally, people enroll in programs at a number of institutions in a lifetime. The CEU provides a comparable basis to examine all organized continuing education regardless of where and when taken.

Will there ever be a single source of CEU records?

There is discussion about establishing a national data bank on CEU's. When and if established, a person could get a cumulative official record of all CEU's earned regardless of place and time from a single source. This plan will greatly facilitate obtaining complete continuing education transcripts.

Who may award the CEU?

Any accredited college or university may. In addition, other agencies, organizations, or associations that have a regular educational arm may also award the CEU provided the minimum criteria listed earlier in this report are met consistent with the nationally accepted definition.

Do all colleges and universities award the CEU?

No. But it is believed to be simply a matter of time before most which offer continuing education adopt the CEU. The Southern Association of Colleges and Schools, for example, has incorporated the CEU into its accreditation standards and requires annual reports of CEU's.

Is there more than one type of CEU?

Yes. There are two types: 1. Individual CEU's are those specifically awarded to individuals for which a permanent record is maintained; and 2. Institutional CEU's represent the total contact hours of non-credit activities of an institution divided by ten, regardless of whether individual CEU's were always awarded. The latter is simply a reporting statistic.

How are CEU's calculated?

The total number of contact hours of instruction divided by ten is the number of CEU's. Fractions of hours are rounded downward; e.g., 12-3/4 contact hours equals 1.2 CEU's.

Do you have to get permission to award the CEU?

At present, there is no association or agency which monitors or authorizes the use of the CEU. Institutional integrity is relied upon at this time.

Additional single copies of this booklet may be obtained free from the Center for Human Resources, University of Houston, Houston, Texas 77004. For prices on multiple copies, please write or call (713) 749-3755.